

Consultant Pharmacist Credentialing

E-Portfolio guide for Learners

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1 – Using the E-Portfolio

This section contains general information on the technical functionality of the E-portfolio.

1.1 Help and additional information

We have included additional help information throughout the E-portfolio to explain what you need to do.

You will have an option to “**click to toggle**” or a question mark symbol. 

Select these to get more details on the section you are viewing, and you will see a hint or additional information about what you should include and take into consideration: An example of the “**click to toggle**” option is shown below.

Direct Observation of Practical Skills (DOPS) Overview [click to toggle]



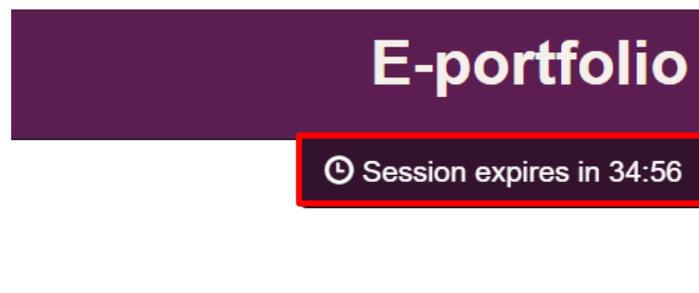
Direct Observation of Practical Skills (DOPS) Overview [click to toggle]

This tool is useful for demonstrating a range of procedural skills that are essential to the provision of safe and effective pharmaceutical care. This should take 15-20 minutes to complete which includes time for feedback.

1.2 Session Timer

You will notice a timer in the top right-hand corner of the screen. This is a countdown of inactivity. If you are inactive for a period of 35 minutes, you will automatically be logged out of the portfolio.

The timer resets to 35 minutes each time you interact with the portfolio, such as clicking a button, or completing a form. Please note that simply moving your cursor around on the page is not considered as an interaction.



2 – Getting Started

2.1 Selecting your Programme

When you first access the E-portfolio you will need to agree to the Portfolio User Terms and Conditions.

Terms and Conditions
Please read the terms and conditions carefully.

Portfolio User Terms

Portfolio User Terms & Conditions [click to toggle view]

Agreement to these Terms & Conditions are required *

Continue

Select your programme from the sidebar menu or by clicking “programmes”.



Welcome

Please go to the **programmes** page to start your portfolio or view an existing one

You will see an option for **Consultant Pharmacist**; select this and click on the “**Start Programme**” button.

Provisional Registration



A programme for provisionally registered pharmacists to record learning and development aligned to the foundation pharmacist curriculum outcomes, and demonstrate the General Pharmaceutical Council's provisional registration requirements. It can also be used to colate evidence for interim foundation training programmes and clinical diplomas.

Start Programme

Consultant Pharmacist



A programme for pharmacists who are looking to become **credentialed** as consultant pharmacists. Record and compile all the evidence of your learning and assessment evidence against the **consultant pharmacist curriculum** outcomes.

Start Programme

TIP: When you next login to the E-portfolio, you will be able to access your selected programme by clicking “**Open Active Programme**”.

Consultant Pharmacist



A programme for pharmacists who are looking to become **credentialed** as consultant pharmacists. Record and compile all the evidence of your learning and assessment evidence against the **consultant pharmacist curriculum** outcomes.

Open Active Programme

Status: Started

Date Started: 09/12/2020

After opening your programme, you will see the below **Dashboard** which provides an overview of your progress.

The dashboard features a table with the following columns: Outcome, Stakes, No. of mapped evidence types, and Total summary of evidence types. The table is divided into two main sections: '1. Person-centred care and collaboration' and '2. Professional practice'.

Outcome	Stakes	No. of mapped evidence types	Total summary of evidence types
1. Person-centred care and collaboration	1.1	MSF - D2: 1 LEADER: 2 mini-CEX: 2 DONCS: 1 DOPS: 1 JCP: 1 TO: 1	9
	1.2	MSF - D2: 1 ACAT: 1 mini-CEX: 2 DONCS: 1 DOPS: 1 JCP: 1 TO: 1	
2. Professional practice	2.1	MSF - D2: 1 ACAT: 1 mini-CEX: 1 DONCS: 1	4
	2.2	ACAT: 1 mini-CEX: 1 DONCS: 1 QIPAT: 1	4
	2.3	QIPAT: 1	1
	2.4	LEADER: 1 mini-CEX: 1 QIPAT: 1 RA: 1 TO: 1	5

Callouts in the image provide additional context:

- Number of mapped evidence types against each outcome:** Points to the 'No. of mapped evidence types' column.
- Total number of evidence types for each outcome:** Points to the 'Total summary of evidence types' column.
- TIP: You can access evidence by clicking on the number next to the evidence type:** Points to the '1' next to 'ACAT' in row 2.1.
- Patient Surveys and reflective:** Points to the 'Patient Survey Overview' section on the right, which shows 'Patient Surveys' (4, 1, 0) and 'Patient Survey Summary Reflective' (0).

You can access your evidence directly from the Dashboard. To access evidence, click on the number next to the evidence type. For example, for 2.1, you can see that the candidate has mapped an ACAT against this outcome. In this case, we will click on the '1' next to the ACAT in 2.1.

The screen below will appear which shows the SLE type and when it was started. Click on the date below **Started Date** to access the SLE.

The modal window displays the following information:

- Capability Mapped Evidence - Acute care assessment tool (ACAT)**
- Started Date:** 13/04/2021
- Status:** (Started)
- Close** button

The completed SLE will appear. Scroll down the page to view the whole SLE.

Consultant Pharmacist

A programme for pharmacists who are looking to become **credentialed** as consultant pharmacists. Record and compile all the evidence **pharmacist curriculum** outcomes.

[Back to Consultant Pharmacist Dashboard](#)

Acute care assessment tool (ACAT) (13/04/2021)

Back to [Supervised Learning Events](#) [Acute care assessment tool \(ACAT\)](#)

Acute care assessment tool (ACAT) Overview [click to toggle]

Collaborator details

Collaborator Name *

Test 1

Collaborator email *

Test@gmail.com

Collaborator Role *

- Professional Coach
- Clinical Mentor
- Leadership & Management Mentor

2.2 Portfolio collaborators

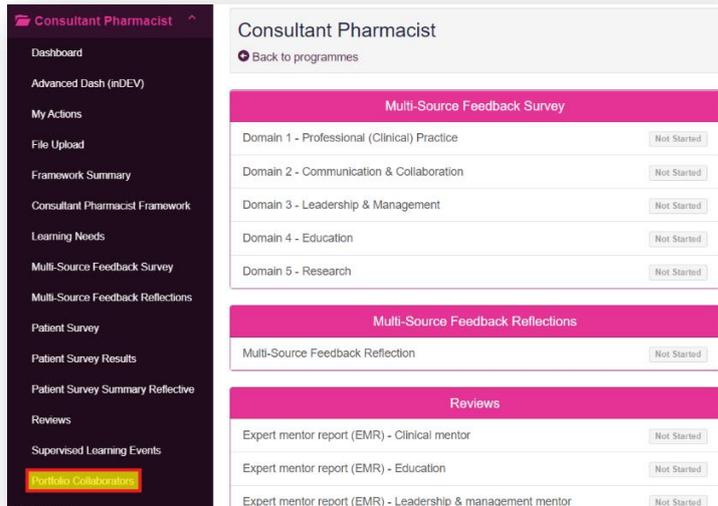
Some of the tools and records in the E-portfolio require input from other colleagues (collaborators). In order for them to be able to support your development, you will need to give them access to your E-portfolio. As a learner you have control over who gets to view the details and content of your portfolio. See the table in **Section 2.3** for further details of what different collaborators have access to.

Collaborators include your Professional Coach, Expert Mentors and Peer Collaborator you want to give access to view your portfolio and contribute to it. You can add (and remove) a collaborator at any point.

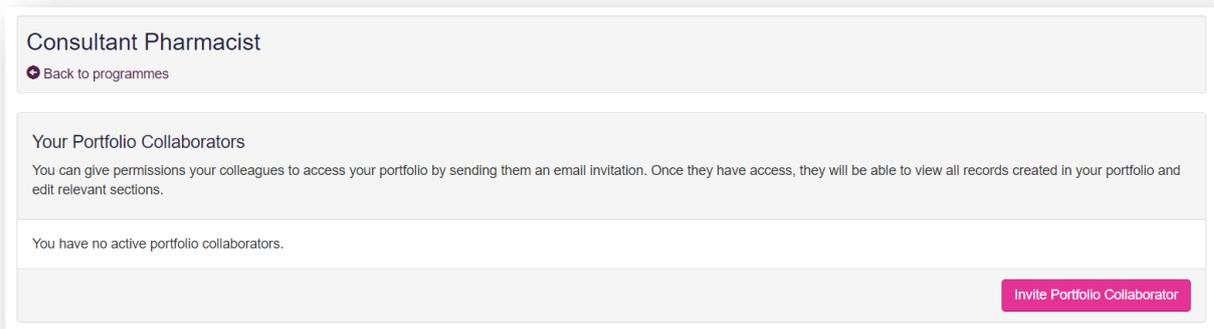
Please note that once invited and accepted, a collaborator will be able to view all contents of your E-portfolio.

NOTE: It is not mandatory to invite collaborators to your portfolio. If you would like collaborators to complete an SLE, you can send them the SLE directly via a ticket. Please see Section 4 for more information.

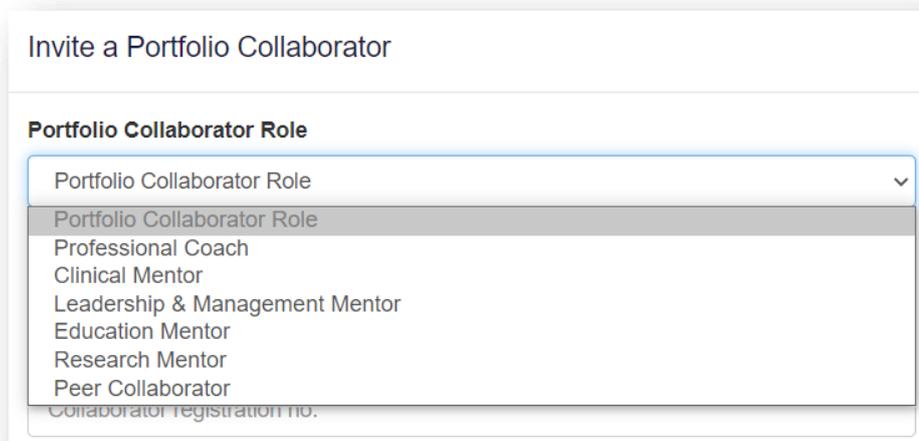
To invite a collaborator to view and add to your portfolio select the **“Portfolio Collaborators”** navigation item in the sidebar menu.



This will take you to a page which will display all of your currently invited collaborators. Select the **“Invite Portfolio Collaborator”** button to start the invitation process.



This will open a pop-up window for you to insert the details of your collaborator, you will need to choose their role type from the dropdown menu (e.g. professional coach) and the email address that you will send the invitation to.



This will send an email notification to them and their details will then be displayed on the portfolio collaborators page. At any point you can also delete a collaborator by selecting the cross (x) icon; or you can re-send the invitation if your collaborator cannot find it.

Consultant Pharmacist

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Your Portfolio Collaborators

You can give permissions your colleagues to access your portfolio by sending them an email invitation. Once they have access, they will be able to view all records created in your portfolio and edit relevant sections.

Name	Email Address	Portfolio Collaborator Role	Collaborator registration no.	Collaborator position	Collaborator profession	Status	Date Invited	Date Accepted	Actions
-	jenny.su@plnhs.com	Professional Coach	1234567	Collaborator position	Collaborator profession	Pending	08/10/2020	-	

[Invite Portfolio Collaborator](#)

TIP: If your portfolio collaborator has not received an email and you have used the right email address, ask them to check their junk folder in case the email has been recognised as junk.

2.3 User roles

The E-portfolio contains tools and templates to support professional development. The table below outlines the different tools and who have access to each tool.

	Tool	Learner (entry-level pharmacist)	Professional Coach	Expert mentors	Collaborators
	My Actions	✓	✓	✓	✓
	Consultant Pharmacist Framework	✓	✓	✓	✓
	File upload	✓	✓	✓	✓
	Learning Needs	✓	✓	✓	✓
Supervised learning events	Acute care assessment tool (ACAT)	✓	View only	View only	✓
	Case-based discussions (CbDs)	✓	View only	View only	✓
	Case presentation (CP)	✓	View only	View only	✓
	Clinical leadership assessment skills (LEADER)	✓	View only	View only	✓
	Directly observed procedure (DOPS)	✓	View only	View only	✓
	Direct observation of non-clinical skills (DONCS)	✓	View only	View only	✓
	Expert Mentor Report (EMR)	✓	View only	✓	✓
	Journal club Presentation (JCP)	✓	View only	View only	✓
	Mini clinical evaluation exercise (Mini-CEX)	✓	View only	View only	✓
	Multi-source feedback tool (MSF)	✓	View only	Relevant EM	✓
	Patient survey (PS)	✓	PS Results	PS results	Patient only
	Professional Coach Report (PCR)	✓	View only	View only	No access
	Quality improvement project assessment tool (QIPAT)	✓	View only	✓	✓
	Reflective accounts (RA)	✓	View only	View only	View only
Teaching observation tool (TO)	✓	View only	View only	✓	

3 – Identifying your Development Needs

We have incorporated several tools to help you identify your strengths and areas for development.

3.1 Learning Needs

The Learning Needs (LN) tool enables you to assess your practice against the consultant pharmacist curriculum learning outcomes. You are recommended to complete a learning needs analysis every 6-12 months or when your practice changes significantly, such as a change in role or change in responsibilities. If you are undertaking a formal training programme, check the requirements of your training provider, as they may require you to complete the LN tool more frequently.

3.1.1 Completing your Learning Needs

To complete a learning needs analysis, select the “**Learning Needs**” option from the sidebar menu.

Select “**Start New**” to open up a new LN.



Click on each domain to open and view the sections.

1. Professional practice [click to toggle]		Current ability
Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries.	1.1 Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s), can apply these to manage individual patients and/or patient populations requiring the most complex pharmaceutical care.	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low
	1.2 Influences the delivery and quality assurance of clinical services across boundaries.	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low
	1.3 Demonstrates effective critical thinking, clinical reasoning and decision making where there is uncertainty, competing and/or complex clinical issues.	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low
Shapes and implements regional and national policy and strategy in their area of clinical practice.	1.4 Implements regional and national policy and/or strategy at their level of influence within their area of clinical practice.	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low
	1.5 Translates expertise and research into the creation of new policy influencing practice beyond their organisation, demonstrably improving patient care.	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

Work through the sections and assess yourself against all the learning outcomes from the framework.

You will need to indicate your current ability in demonstrating the outcome.

The ratings are **High**, **Medium** or **Low**.

Once you have completed assessing yourself select the “**Save Changes**” button will save your decisions.

Consultant Pharmacist

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Learning Needs

[Back to Learning Needs Assessments](#)

1. Professional practice [\[click to toggle\]](#)

		Current ability
Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries.	1.1 Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s); can apply these to manage individual patients and/or patient populations requiring the most complex pharmaceutical care.	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low
	1.2 Influences the delivery and quality assurance of clinical services across boundaries.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
	1.3 Demonstrates effective critical thinking, clinical reasoning and decision making where there is uncertainty, competing and/or complex clinical issues.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
Shapes and implements regional and national policy and strategy in their area of clinical practice.	1.4 Implements regional and national policy and/or strategy at their level of influence within their area of clinical practice.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
	1.5 Translates expertise and research into the creation of new policy influencing practice beyond their organisation, demonstrably improving patient care.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

[Save Changes](#)

You will see that for certain ratings icons will appear next to each outcome.

Outcomes that require further development are highlighted by an **action** icon .

	Current ability
1.1 Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s); can apply these to manage individual patients and/or patient populations requiring the most complex pharmaceutical care. <div style="text-align: right;"></div>	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

3.1.2 Creating and managing tasks

Clicking on the action icon will enable you to create a task. You should create an action and decide the deadline by when it will be achieved. The evaluation field is to be filled in once you have carried out the action.

Learning Needs Action
X

Objective
Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries.

Outcome
1.1 Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s); can apply these to manage individual patients and/or patient populations requiring the most complex pharmaceutical care.

Learning Action

Evaluation

Deadline

Save Task

Complete the fields and click **“Save task”**.

Once you have created a task the icon changes to a *task* icon .

1. Professional practice [click to toggle]		Current ability
Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries.	1.1 Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s); can apply these to manage individual patients and/or patient populations requiring the most complex pharmaceutical care.	High Medium Low
	1.2 Influences the delivery and quality assurance of clinical services across boundaries.	High Medium Low
	1.3 Demonstrates effective critical thinking, clinical reasoning and decision making where there is uncertainty, competing and/or complex clinical issues.	High Medium Low

To view your tasks, go to the menu bar on the left hand side and click the **My Actions** area.

- My Actions
- File Upload
- Consultant Pharmacist Framework
- Learning Needs
- Multi-Source Feedback
- Patient Survey
- Reviews
- Supervised Learning Events
- Portfolio Collaborators
- Back to Programmes
- Help

Consultant Pharmacist

[Back to programmes](#)

Action Plans

An area to manage your action plans and indiv

Learning Needs Actions Patient Survey

Active Actions

Created By

You

Action

Your tasks are saved under the **My Actions** area under the “**Learning Needs Actions**” tab. Please see **Section 5** for more information about the **My Actions** area.

Action Plans
An area to manage your action plans and individual tasks. It will help you identify your learning needs and plan your future development. Review your plans regularly to stay on track.

Learning Needs Actions Patient Survey Reflective Actions Supervised Learning Event Actions

Active Actions

Learning Action
Test 1
Evaluation
Test 2
Deadline
29/04/2021
<input type="checkbox"/> Mark as Complete

Learning Action
Test
Evaluation
Test
Deadline
08/01/2021
<input type="checkbox"/> Mark as Complete

Enter the **completion date** and select “**Mark as Completed**”.

Toggle menu

Logged in as Rachael Parsons (Learner)

Consultant Pharmacist

Back to programmes

Action Plans
An area to manage your action plans and individual tasks. It will help you identify your learning needs and plan your future development. Review your plans regularly.

Learning Needs Actions Patient Survey Reflective Actions Supervised Learning Event Actions

Completed Actions

Learning Action
Test 1
Evaluation
Test 2
Deadline
29/04/2021
Date Completed
04/11/2020

Mark Action as Completed

Date Completed

04/11/2020

Completed tasks are displayed that the bottom of the action plan list.

Completed Actions

Learning Action
Test 1
Evaluation
Test 2
Deadline
29/04/2021
Date Completed
04/11/2020

Within the **Learning Needs** area, the task icon for the completed task will change to a blue icon.

1. Professional practice [click to toggle]	
Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries.	1.1 Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s); can apply these to manage individual patients and/or patient populations requiring the most complex pharmaceutical care. 
	1.2 Influences the delivery and quality assurance of clinical services across boundaries. 
	1.3 Demonstrates effective critical thinking, clinical reasoning and decision making where there is uncertainty, competing and/or complex clinical issues.

4 – Supervised Learning Events (SLEs)

Supervised learning events (SLEs) tools are assessment instruments to demonstrate your learning and competence against the descriptors. A range of assessment instruments are included within the RPS consultant e-portfolio:

- Acute care assessment tool (ACAT)
- Case Based Discussion (CbD)
- Case presentation (CP)
- Clinical leadership assessment skills (LEADER)
- Clinical Evaluation Exercise (mini-CEX)
- Direct Observation of Non-Practical Skills (DONCS)
- Direct Observation of Practical Skills (DOPS)
- Journal Club Presentation (JCP)
- Quality Improvement Project Assessment Tool (QIPAT)
- Reflective Account (RA)
- Teaching Observation (TO)
- Patient Survey (PS)
- Multi-Source Feedback tool (MSF)

Reviews are also included within the E-portfolio:

- Expert Mentor Report (EMR)
- Professional Coach Report (PCR)

4.1 – Supervised Learning Events (SLEs) ticketing process

Supervised learning events and reviews can be sent directly to your collaborators via the e-portfolio ticketing process. Collaborators may still wish to register onto the e-portfolio, however, this is not mandatory.

Emailed ticket links can be sent for all SLEs including the Expert Mentor Report however, they cannot be sent for the Professional Coach Report as we would expect candidates to have a longitudinal association with their Professional Coach. Therefore Professional Coaches will need to register onto the e-portfolio.

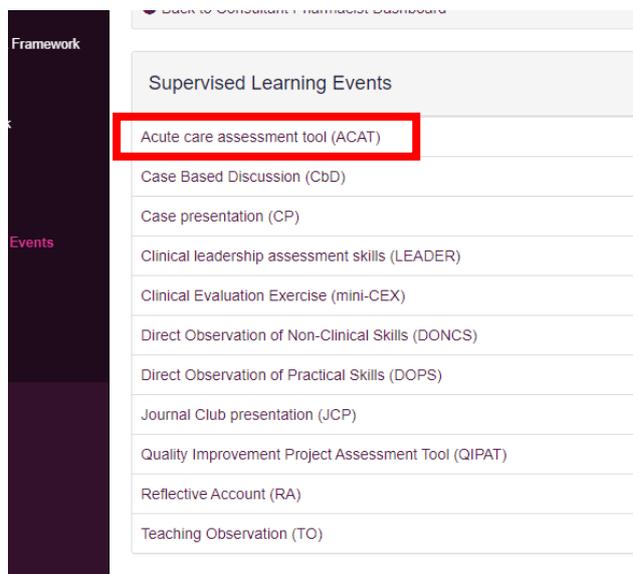
Please note: If collaborators do not register onto the E-portfolio they will only be able to view the SLE which is sent to them via a ticket link.

To start a new Supervised Learning Event, select the “**Supervised Learning Events**” navigation item in the sidebar menu.

Consultant Pharmacist	
Back to programmes	
Supervised Learning Events	
Acute care assessment tool (ACAT)	
Case Based Discussion (CbD)	
Case presentation (CP)	
Clinical leadership assessment skills (LEADER)	
Clinical Evaluation Exercise (mini-CEX)	
Direct Observation of Non-Clinical Skills (DONCS)	
Direct Observation of Practical Skills (DOPS)	
Journal Club presentation (JCP)	
Quality Improvement Project Assessment Tool (QIPAT)	
Reflective Account (RA)	
Teaching Observation (TO)	

4.1.1 Sending an SLE ticket

From the 'Supervised Learning Events' menu, click on the SLE you wish to send to your collaborator.



Click on an SLE. We'll be using ACAT for this example.

The below screen will appear.

Click "**Start New**".

Consultant Pharmacist

A programme for pharmacists who are looking to become **credentialed** as consultant pharmacists. Record and compile all the evidence of your learning and assessment evidence against the **consultant pharmacist curriculum** outcomes.

[Back to Consultant Pharmacist Dashboard](#)

Acute care assessment tool (ACAT)

[Back to Supervised Learning Events](#)

Acute care assessment tool (ACAT) (Minimum of 5 completed required)

No existing records found.

Start New

The SLE will open.

Acute care assessment tool (ACAT) (02/06/2021)

[Back to Supervised Learning Events](#) [Acute care assessment tool \(ACAT\)](#)

Acute care assessment tool (ACAT) Overview [click to toggle]

Title

Title *

Collaborator

Collaborator Name *

Collaborator email *

Collaborator Role *

- Professional Coach
- Clinical Mentor
- Leadership & Management Mentor
- Education Mentor

You will see that you can fill in the Collaborator's name and email address of who you wish to send the SLE ticket link to. You will also be able to complete the rest of the collaborator's details if you wish to do so.

You also will need to add a title to the SLE. To do this enter the title of your choosing in the 'Title' field.

Please note: Collaborators will not be able to add or amend a title.

Acute care assessment tool (ACAT) (02/06/2021)

Back. to [Supervised Learning Events](#) [Acute care assessment tool \(ACAT\)](#)

Acute care assessment tool (ACAT) Overview [click to toggle]

Title

Title *

Collaborator

Collaborator Name *

Collaborator email *

Collaborator Role * Professional Coach Clinical Mentor

Save Changes and Send Email to Collaborator

Save Changes

Once you have filled in the title, collaborator's name and email click **“Save changes and Send Email to Collaborator”**.

A message will appearing confirming your changes have been saved.

Acute care assessment tool (ACAT) (02/06/2021)

Back. to [Supervised Learning Events](#) [Acute care assessment tool \(ACAT\)](#)

Your changes have been saved successfully.

Acute care assessment tool (ACAT) Overview [click to toggle]

Title

Title *

Collaborator

Collaborator Name *

Collaborator email * [Resend Invitation / Cancel Invitation](#)

Collaborator Role * Professional Coach Clinical Mentor

Save Changes

Once an SLE ticket has been sent you have the option to resend an invitation or cancel an invitation.

Please note, an SLE ticket link will expire after **28 days**.

If you need to resend an invitation to your collaborator, go to the SLE and click **“Resend Invitation”** underneath the email address.

If you wish to cancel an invitation, click **“Cancel Invitation”**. By cancelling an invitation, the previous SLE ticket link sent to the collaborator will expire.

Acute care assessment tool (ACAT) (02/06/2021)
Back. to [Supervised Learning Events](#) [Acute care assessment tool \(ACAT\)](#)

Your changes have been saved successfully.

Acute care assessment tool (ACAT) Overview [click to toggle]

Title

Title *

Collaborator

Collaborator Name *

Collaborator email *
[Resend Invitation / Cancel Invitation](#)

Collaborator Role * Professional Coach Clinical Mentor

[Save Changes](#)

Please note: If you do not wish to send a ticketed SLE to your collaborator then click **“Save Changes”**. You can send them an invitation to register and access your portfolio and complete the SLE there (see **Section 2.2**).

Once an SLE has been sent, your collaborator will receive the below email.



On Behalf Of noreply@messages.axiadigital.co.uk noreply@messages.axiadigital.co.uk via... Tue, 30 I
to me ▾

Hello Rachael Parsons

I'd like to invite you to complete my Acute care assessment tool (ACAT).

Please complete this form via this link: [Acute care assessment tool \(ACAT\)](#)

Thank you for taking the time to support my development.

Kind regards,

Sent by the Royal Pharmaceutical Society on behalf of Rachael Parsons

For technical enquiries please email membership@rpharms.com or call the RPS team on 020 7572 2737.

Your collaborator will need to click on the link in the email to access and complete the SLE within the 28 day period.

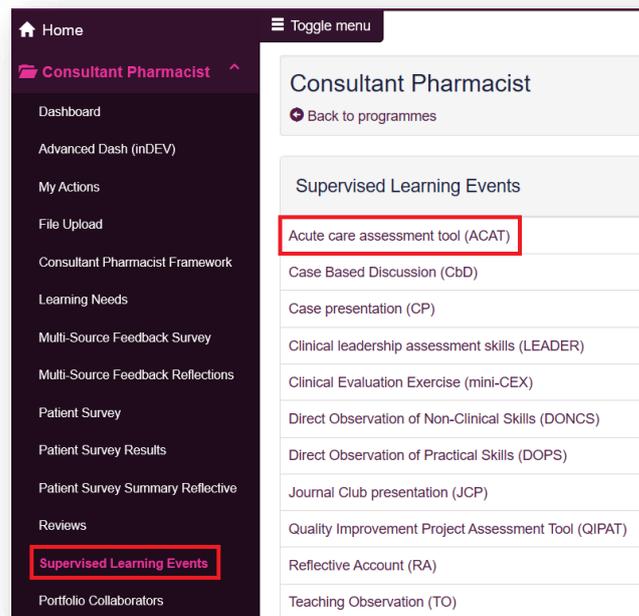
In the next sections, we will detail how to create and review each SLE tool within the E-portfolio.

4.2 Acute care assessment tool (ACAT)

The tool is an evaluation of your clinical assessment and management, decision making, team working, time management, record keeping, prioritisation and handover over a continuous period of time across multiple patients.

4.2.1 Creating an ACAT

On the menu, select “**Supervised Learning Events**” then “**Acute care assessment tool (ACAT)**”.



Select “**Start New**” to create a new record.



This will then take you to a page where you will be assessed based on knowledge/skills. Your portfolio collaborator will complete this after a minimum of **five** cases have been observed.

Summary of case			
Summary of case(s) *			
<i>This section has not yet been completed.</i>			
Clinical setting *			
<i>This section has not yet been completed.</i>			
Level of Complexity			
	Low	Medium	High
Level of complexity *			

Professionalism				
	Below expected level of performance	Meets expected level of performance	Exceeds expected standard	Not Applicable
Is respectful, courteous, and professional in their approach to patients and others. Makes appropriate ethical decisions. *				
Professionalism Summary				
Strengths *				
<i>This section has not yet been completed.</i>				
Areas for development *				
<i>This section has not yet been completed.</i>				
Communication and consultation skills				
	Below expected level of performance	Meets expected level of performance	Exceeds expected standard	Not Applicable
Communicates using clear patient friendly language, establishes rapport. Explores patient's understanding of their clinical condition and beliefs including identifying and addressing patients' ideas, concerns and expectations. The patient is appropriately involved throughout the consultation. *				

You will also be given an overall rating.

Overall Rating				
	Significantly below the level expected of an entry-level consultant pharmacist	Below, but working towards the level expected of an entry-level consultant pharmacist	At the level expected of an entry-level consultant pharmacist	Above the level expected of an entry-level consultant pharmacist
Based on your observation of this clinical episode, rate the overall competence at which the pharmacist has shown that they are performing *				

You have the option to add “**Optional reflection**”. Your collaborator will complete the “**Other relevant comments or feedback**” and “**Agreed action(s)**” area. Details input in the “**Agreed action(s)**” area will create a “**Supervised Learning Event**” action in your **action plans** section.

Summary of Assessment

Other relevant comments or feedback

Agreed action(s)

Optional reflection

You will then need to select the learning outcomes that are relevant to the record. Select the **“Save Changes”** button to complete the record.

Framework Mapping ?

1. Professional practice
 Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries.

- 1.1 Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s); can apply these to manage individual patients and/or patient populations requiring the most complex pharmaceutical care.
- 1.2 Influences the delivery and quality assurance of clinical services across boundaries.
- 1.3 Demonstrates effective critical thinking, clinical reasoning and decision making where there is uncertainty, competing and/or complex clinical issues.

Shapes and implements regional and national policy and strategy in their area of clinical practice.

- 1.4 Implements regional and national policy and/or strategy at their level of influence within their area of clinical practice.
- 1.5 Translates expertise and research into the creation of new policy influencing practice beyond their organisation. demonstrably improving patient care.

2. Communication and collaborative working
 Demonstrates high level communication and collaboration skills; able to communicate complex information to stakeholders in challenging environments to promote a collaborative approach across the healthcare system.

- 2.1 Communicates highly complex, sensitive or contentious information to inform and influence senior pharmacy and non-pharmacy stakeholders from across the healthcare system; promotes a collaborative approach working across boundaries.
- 2.2 Effectively communicates with patients and colleagues in highly challenging and/or hostile environments; manages the situation collaboratively to resolution.

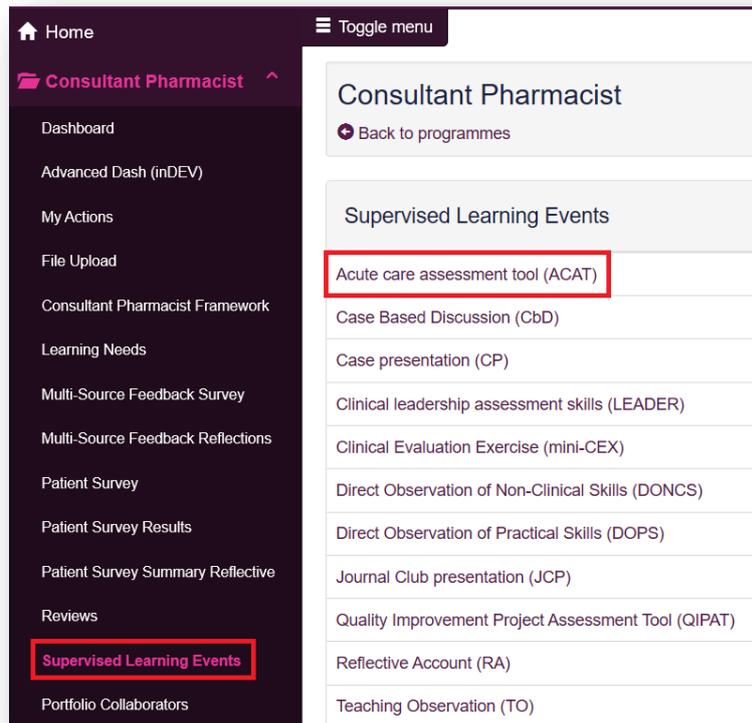
3. Leadership & management
 Leads on the strategic vision for implementing and innovating service delivery beyond their organisation; manages service change effectively to deliver demonstrable improvements to patients care.

- 3.1 Creates and embeds a shared strategic vision for service delivery within their organisation and beyond; relates goals and actions to wider strategic aims of the organisation, profession and healthcare system.
- 3.2 Leads on innovation and improvement to service delivery at organisational level and beyond; manages change effectively to achieve demonstrable improvement(s) to patient care

Save Changes

4.2.2 Reviewing an ACAT

On the menu, select **“Supervised Learning Events”** then **“Acute care assessment tool (ACAT)”**.



You can access already created ACATs by selecting the date the record was created.



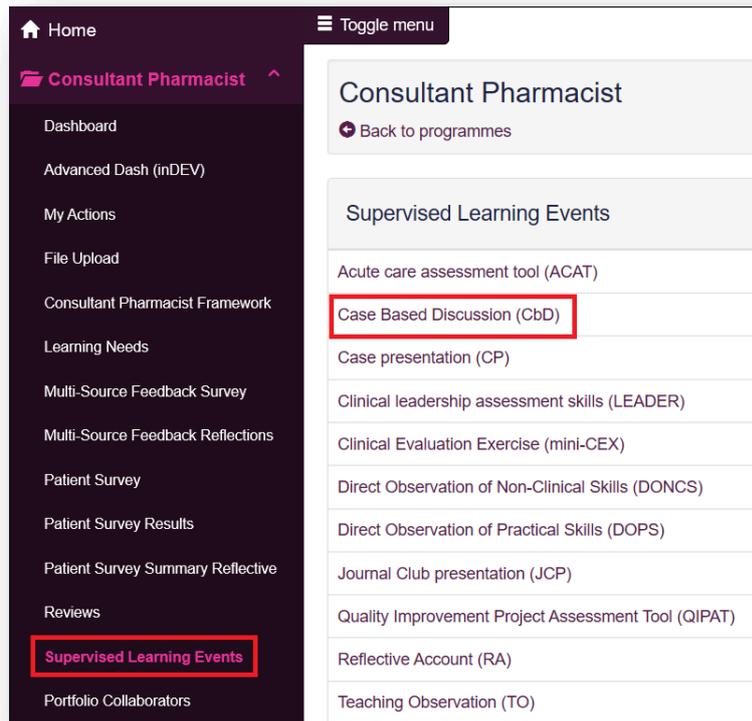
Once you are happy with the record you can click on “**Save Changes**” at the bottom of the page.

4.3 Case Based Discussion (CbD)

The tool is a retrospective evaluation of your input into patient care. It is a structured discussion undertaken remotely from the patient(s) and is used to explore the clinical reasoning, decision making and application of complex clinical knowledge in practice.

4.3.1 Creating a CbD

On the menu, select “**Supervised Learning Events**” then “**Case Based Discussion (CbD)**”.



Select **“Start New”** to create a new record.



This will then take you to a page where you will be assessed based on knowledge/skills. Your portfolio collaborator will complete this after a discussion with you.

Summary of case(s)			
Summary of case(s) *			
<i>This section has not yet been completed.</i>			
Clinical setting *			
<i>This section has not yet been completed.</i>			
Level of Complexity			
	Low	Medium	High
Level of complexity *			

Professionalism				
	Below expected level of performance	Meets expected level of performance	Exceeds expected standard	Not Applicable
Makes appropriate ethical decisions. Adheres to appropriate guidelines. *				
Professionalism Summary				
Strengths *				
<i>This section has not yet been completed.</i>				
Areas for development *				
<i>This section has not yet been completed.</i>				
Clinical Reasoning				
	Below expected level of performance	Meets expected level of performance	Exceeds expected standard	Not Applicable
Takes a logical, appropriately thorough and focused history. Performs an appropriate physical and/or mental state examination, selecting and interpreting appropriate investigations. Makes an appropriate working diagnosis or decision. *				
Clinical Reasoning Summary				

You will also be given an overall rating.

Overall Rating				
	Significantly below the level expected of an entry-level consultant pharmacist	Below, but working towards the level expected of an entry-level consultant pharmacist	At the level expected of an entry-level consultant pharmacist	Above the level expected of an entry-level consultant pharmacist
Based on your observation of this clinical episode, rate the overall competence at which the pharmacist has shown that they are performing *				

You have the option to add “**Optional reflection**”. Your collaborator will complete the “**Other relevant comments or feedback**” and “**Agreed action(s)**” area. Details input in the “**Agreed action(s)**” area will create a “**Supervised Learning Event**” action in your **action plans** section.

Summary of Assessment

Other relevant comments or feedback

Agreed action(s)

Optional reflection

You will then need to select the learning outcomes that are relevant to the record. Select the **“Save Changes”** button to complete the record.

Framework Mapping ⓘ

1. Professional practice
 Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries.

- 1.1 Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s); can apply these to manage individual patients and/or patient populations requiring the most complex pharmaceutical care.
- 1.2 Influences the delivery and quality assurance of clinical services across boundaries.
- 1.3 Demonstrates effective critical thinking, clinical reasoning and decision making where there is uncertainty, competing and/or complex clinical issues.

Shapes and implements regional and national policy and strategy in their area of clinical practice.

- 1.4 Implements regional and national policy and/or strategy at their level of influence within their area of clinical practice.
- 1.5 Translates expertise and research into the creation of new policy influencing practice beyond their organisation. demonstrably improving patient care.

2. Communication and collaborative working
 Demonstrates high level communication and collaboration skills; able to communicate complex information to stakeholders in challenging environments to promote a collaborative approach across the healthcare system.

- 2.1 Communicates highly complex, sensitive or contentious information to inform and influence senior pharmacy and non-pharmacy stakeholders from across the healthcare system; promotes a collaborative approach working across boundaries.
- 2.2 Effectively communicates with patients and colleagues in highly challenging and/or hostile environments; manages the situation collaboratively to resolution.

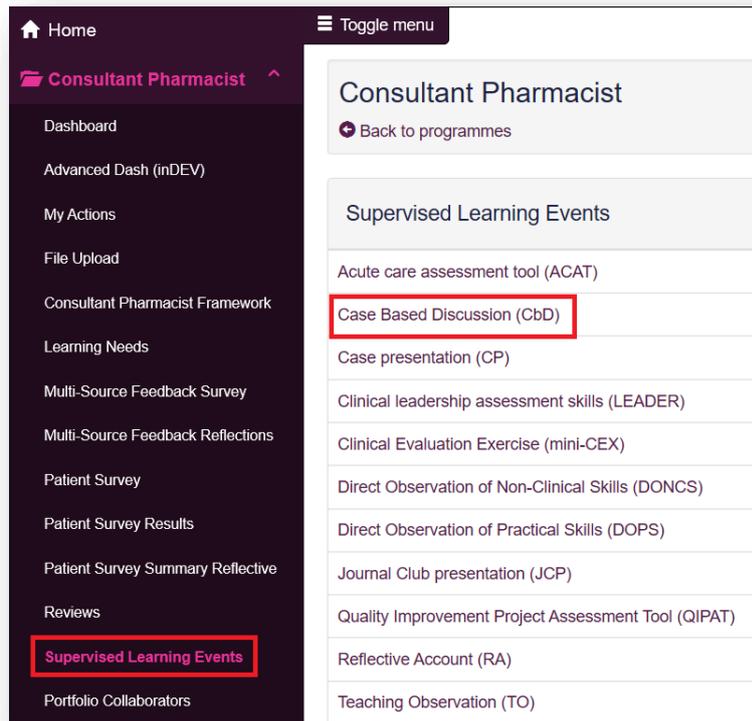
3. Leadership & management
 Leads on the strategic vision for implementing and innovating service delivery beyond their organisation; manages service change effectively to deliver demonstrable improvements to patients care.

- 3.1 Creates and embeds a shared strategic vision for service delivery within their organisation and beyond; relates goals and actions to wider strategic aims of the organisation, profession and healthcare system.
- 3.2 Leads on innovation and improvement to service delivery at organisational level and beyond; manages change effectively to achieve demonstrable improvement(s) to patient care

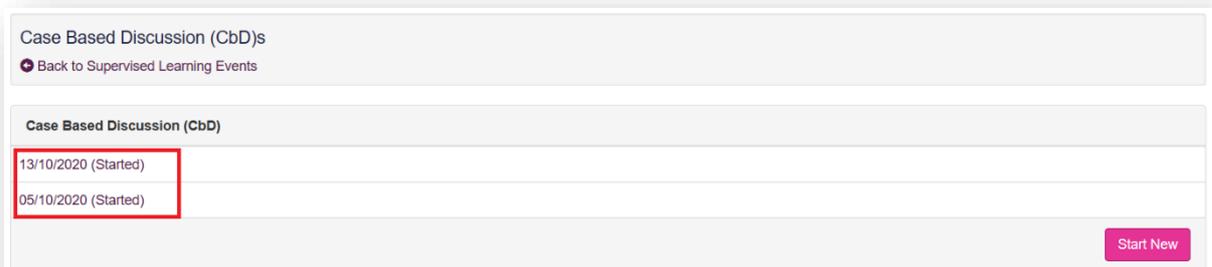
Save Changes

4.2.2 Reviewing a Cbd

On the menu, select **“Supervised Learning Events”** then **“Case Based Discussion (CbD)”**.



You can access already created CbDs by selecting the date the record was created.



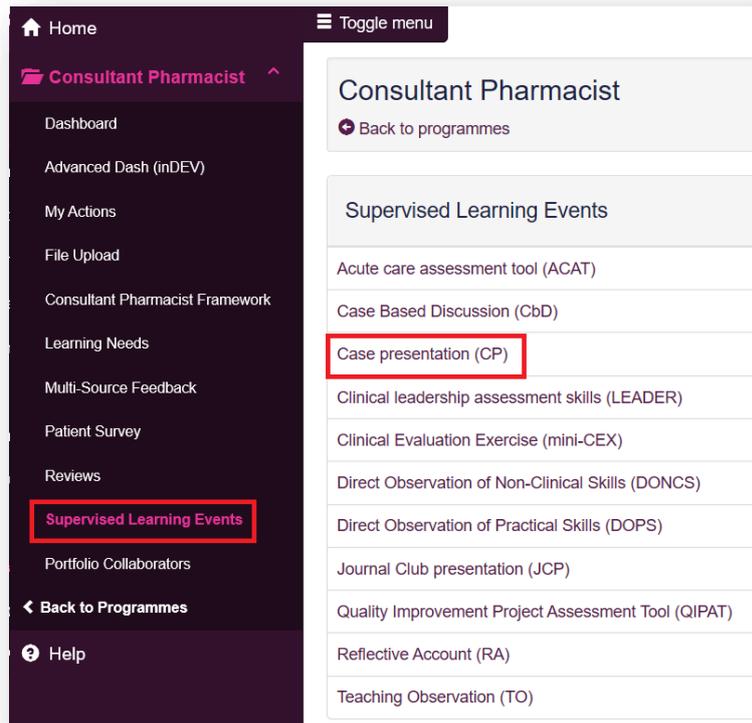
Once you are happy with the record you can click on “**Save Changes**” at the bottom of the page.

4.3 Case presentation (CP)

The tool is an evaluation of your ability to effectively present a case to colleagues demonstrating effective clinical assessment and management, decision making, team working and time management.

4.3.1 Creating a CP

On the menu select “**Supervised Learning Events**” then “**Case presentation (CP)**”.



Select **“Start New”** to create a new record.



This will then take you to a page where you will be assessed based on knowledge/skills. Your portfolio collaborator will complete this after your case presentation.

The screenshot shows an assessment form with the following sections:

- Summary of case**: A section header.
- Summary of case(s) ***: A text input field containing the placeholder text 'This section has not yet been completed.'
- Clinical setting ***: A text input field containing the placeholder text 'This section has not yet been completed.'
- Level of Complexity**: A table with three columns: Low, Medium, and High.

Level of Complexity	Low	Medium	High
Level of complexity *			

Professionalism				
	Below expected level of performance	Meets expected level of performance	Exceeds expected standard	Not Applicable
Makes appropriate ethical decisions. Adheres to appropriate guidelines. *				
Professionalism Summary				
Strengths *				
<i>This section has not yet been completed.</i>				
Areas for development *				
<i>This section has not yet been completed.</i>				
Clinical Reasoning				
	Below expected level of performance	Meets expected level of performance	Exceeds expected standard	Not Applicable
Takes a logical, appropriately thorough and focused history. Performs an appropriate physical and/or mental state examination, selecting and interpreting appropriate investigations. Makes an appropriate working diagnosis or decision. *				
Clinical Reasoning Summary				

You will also be given an overall rating.

Overall Rating				
	Significantly below the level expected of an entry-level consultant pharmacist	Below, but working towards the level expected of an entry-level consultant pharmacist	At the level expected of an entry-level consultant pharmacist	Above the level expected of an entry-level consultant pharmacist
Based on your observation of this clinical episode, rate the overall competence at which the pharmacist has shown that they are performing *				

You have the option to add “**Optional reflection**”. Your collaborator will complete the “**Other relevant comments or feedback**” and “**Agreed action(s)**” area. Details input in the “**Agreed action(s)**” area will create a “**Supervised Learning Event**” action in your **action plans** section.

Summary of Assessment

Other relevant comments or feedback

Agreed action(s)

Optional reflection

You will then need to select the learning outcomes that are relevant to the record. Select the **“Save Changes”** button to complete the record.

Framework Mapping ?

1. Professional practice
 Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries.

- 1.1 Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s); can apply these to manage individual patients and/or patient populations requiring the most complex pharmaceutical care.
- 1.2 Influences the delivery and quality assurance of clinical services across boundaries.
- 1.3 Demonstrates effective critical thinking, clinical reasoning and decision making where there is uncertainty, competing and/or complex clinical issues.

Shapes and implements regional and national policy and strategy in their area of clinical practice.

- 1.4 Implements regional and national policy and/or strategy at their level of influence within their area of clinical practice.
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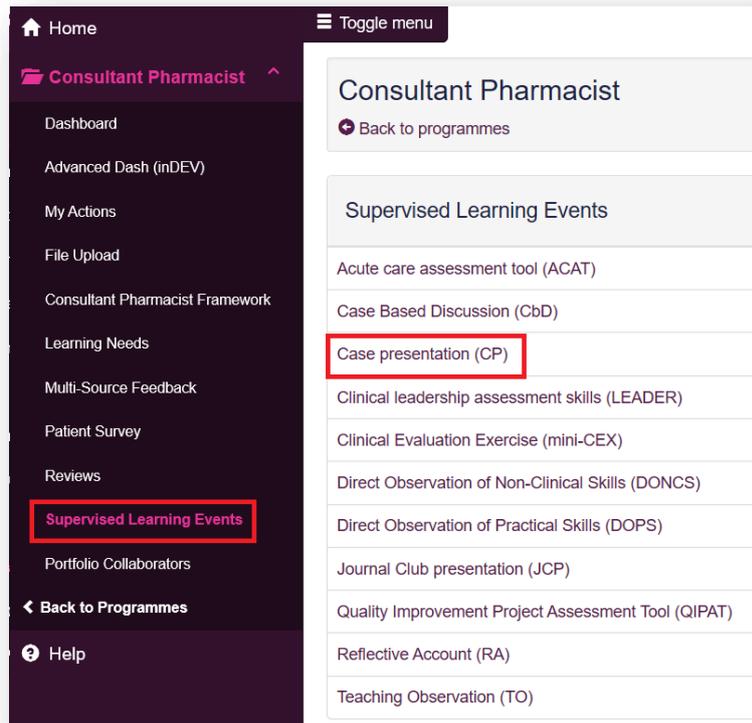
3. Leadership & management
 Leads on the strategic vision for implementing and innovating service delivery beyond their organisation; manages service change effectively to deliver demonstrable improvements to patients care.

- 3.1 Creates and embeds a shared strategic vision for service delivery within their organisation and beyond; relates goals and actions to wider strategic aims of the organisation, profession and healthcare system.
- 3.2 Leads on innovation and improvement to service delivery at organisational level and beyond; manages change effectively to achieve demonstrable improvement(s) to patient care

Save Changes

4.3.2 Reviewing a CP

On the menu, select **“Supervised Learning Events”** then **“Case presentation (CP)”**.



You can access already created CPs by selecting the date the record was created.



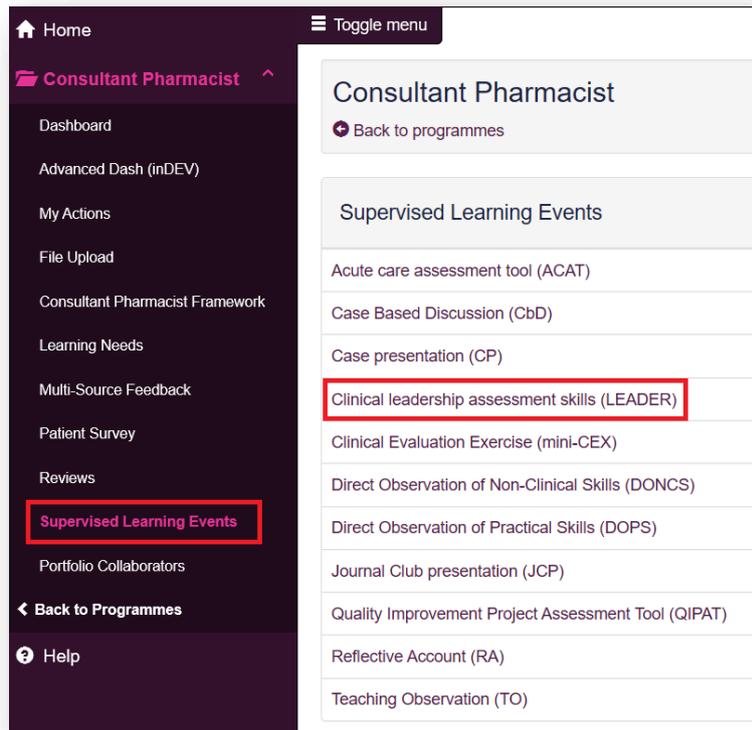
Once you are happy with the record you can click on “**Save Changes**” at the bottom of the page.

4.4 Clinical leadership assessment skills (LEADER)

The tool is an evaluation of your non-clinical leadership and team working capabilities.

4.4.1 Creating a LEADER

On the menu select “**Supervised Learning Events**” then “**Clinical leadership assessment skills (LEADER)**”.



Select **“Start New”** to create a new record.



This will then take you to a page where you will be assessed based on knowledge/skills. Your portfolio collaborator will complete this after a discussion with you.



LEADER Discussion		
	Area for discussion	Summary of discussion
L eadership in a team *	Responsibilities and roles in team, managing performance, influencing senior colleagues, different leadership styles for different situations, anticipating & overcoming challenges.	<i>This section has not yet been completed.</i>
E ffective services *	Delivering high-quality care across boundaries; constraints, targets, safety, risk management, governance, resource use and efficiency.	<i>This section has not yet been completed.</i>
A cting in a team *	Team working, respect for others, integrity, contribution to meetings, delegating or accepting work/responsibilities, conflict resolution.	<i>This section has not yet been completed.</i>
D irection setting *	Strategic leadership & decision making, judgement, influencing & implementing new practices/guidelines across boundaries, prioritisation.	<i>This section has not yet been completed.</i>
E nabling improvement *	Service benchmarks, audits, guidelines innovation, problem solving, managing change, incident and complaint feedback.	<i>This section has not yet been completed.</i>
R eflective practice *	Challenging ideas, taking a critical view, adapting and changing approach.	<i>This section has not yet been completed.</i>

You will also be given an overall rating.

Overall Rating				
	Significantly below the level expected of an entry-level consultant pharmacist	Below, but working towards, the level expected of an entry-level consultant pharmacist	At the level expected of an entry-level consultant pharmacist	Above the level expected of an entry-level consultant pharmacist
Based on your observation, rate the overall competence at which the pharmacist has shown that they are performing *				

You can add to the **“Optional reflection”**. Your collaborator will complete the **“Strengths”**, **“Areas for development”**, **“Other relevant comments or feedback”** and **“Agreed action(s)”** areas. Details input in the **“Agreed action(s)”** area will create a **“Supervised Learning Event”** action in your **action plans** section.

Summary of Assessment

Strengths *

Areas for development *

Other relevant comments or feedback

Agreed action(s)

Optional reflection

You will then need to select the learning outcomes that are relevant to the record. Select the **“Save Changes”** button to complete the record.

Framework Mapping ⓘ

1. Professional practice
 Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries.

- 1.1 Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s); can apply these to manage individual patients and/or patient populations requiring the most complex pharmaceutical care.
- 1.2 Influences the delivery and quality assurance of clinical services across boundaries.
- 1.3 Demonstrates effective critical thinking, clinical reasoning and decision making where there is uncertainty, competing and/or complex clinical issues.

Shapes and implements regional and national policy and strategy in their area of clinical practice.

- 1.4 Implements regional and national policy and/or strategy at their level of influence within their area of clinical practice.
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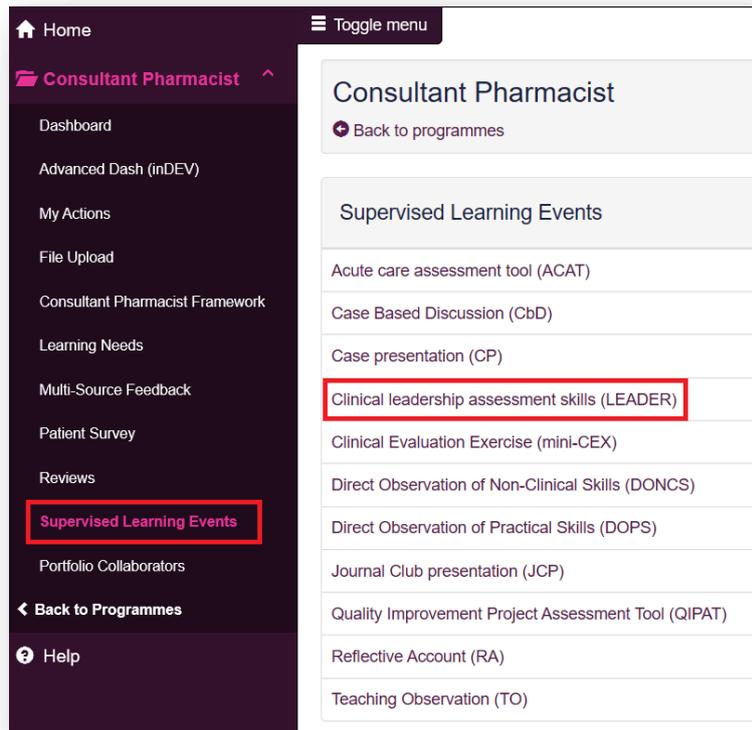
3. Leadership & management
 Leads on the strategic vision for implementing and innovating service delivery beyond their organisation; manages service change effectively to deliver demonstrable improvements to patients care.

- 3.1 Creates and embeds a shared strategic vision for service delivery within their organisation and beyond; relates goals and actions to wider strategic aims of the organisation, profession and healthcare system.
- 3.2 Leads on innovation and improvement to service delivery at organisational level and beyond; manages change effectively to achieve demonstrable improvement(s) to patient care

Save Changes

4.4.2 Reviewing a LEADER

On the menu, select **“Supervised Learning Events”** then **“Clinical leadership assessment skills (LEADER)”**.



You can access already created LEADERS by selecting the date the record was created.



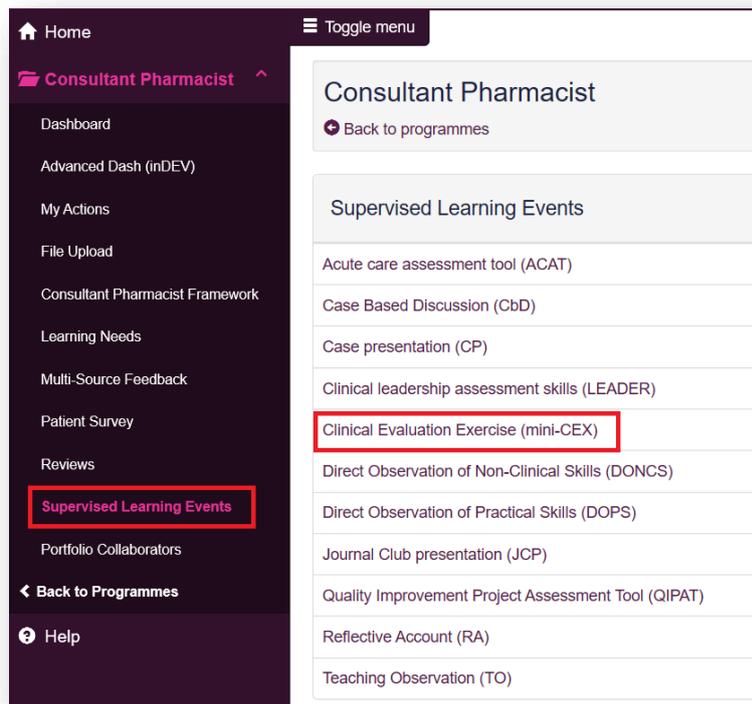
Once you are happy with the record you can click on “**Save Changes**” at the bottom of the page.

4.5 Clinical Evaluation Exercise (mini-CEX)

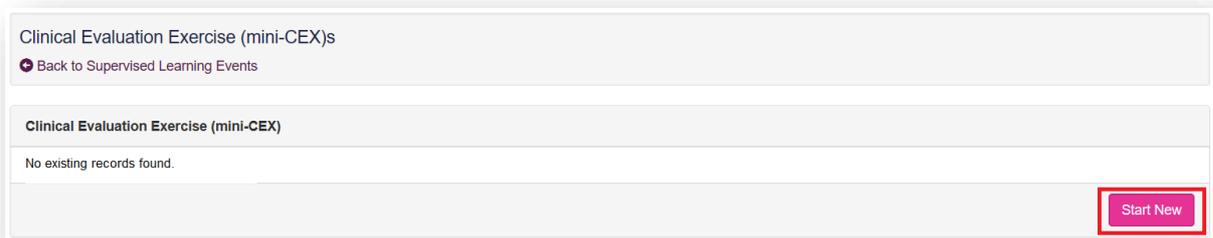
The tool is an evaluation of your global clinical encounter with a patient assessing the synthesis of skills essential for clinical care such as history taking, communication, examination and clinical reasoning.

4.5.1 Creating a mini-CEX

On the menu select “**Supervised Learning Events**” then “**Clinical Evaluation Exercise (mini-CEX)**”.



Select **“Start New”** to create a new record.



This will then take you to a page where you will be assessed based on knowledge/skills. Your portfolio collaborator will complete this after the observation.

Summary of case			
Summary of case * This section has not yet been completed.			
Clinical setting * This section has not yet been completed.			
Level of Complexity			
	Low	Medium	High
Level of complexity *			

Professionalism				
	Below expected level of performance	Meets expected level of performance	Exceeds expected standard	Not Applicable
Is respectful, courteous, and professional in their approach to patients and others. Makes appropriate ethical decisions. *				
Professionalism Summary				
Strengths *				
<i>This section has not yet been completed.</i>				
Areas for development *				
<i>This section has not yet been completed.</i>				
Communication and consultation skills				
	Below expected level of performance	Meets expected level of performance	Exceeds expected standard	Not Applicable
Communicates using clear patient friendly language, establishes rapport. Explores patient's understanding of their clinical condition and beliefs including identifying and addressing patients' ideas, concerns and expectations. The patient is appropriately involved throughout the consultation. *				

You will also be given an overall rating.

Overall Rating				
	Significantly below the level expected of an entry-level consultant pharmacist	Below, but working towards the level expected of an entry-level consultant pharmacist	At the level expected of an entry-level consultant pharmacist	Above the level expected of an entry-level consultant pharmacist
Based on your observation of this clinical episode, rate the overall competence at which the pharmacist has shown that they are performing *				

You can add to the “**Optional reflection**”. Your collaborator will complete the “**Other relevant comments or feedback**” and “**Agreed action(s)**” areas. Details input in the “**Agreed action(s)**” area will create a “**Supervised Learning Event**” action in your **action plans** section.

Summary of Assessment
<p>Other relevant comments or feedback</p> <div style="border: 1px solid black; height: 40px;"></div>
<p>Agreed action(s)</p> <div style="border: 1px solid black; height: 40px;"></div>
<p>Optional reflection</p> <div style="border: 1px solid black; height: 40px;"></div>

You will then need to select the learning outcomes that are relevant to the record. Select the “Save Changes” button to complete the record.

Framework Mapping ?

1. Professional practice
Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries.

- 1.1 Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s); can apply these to manage individual patients and/or patient populations requiring the most complex pharmaceutical care.
- 1.2 Influences the delivery and quality assurance of clinical services across boundaries.
- 1.3 Demonstrates effective critical thinking, clinical reasoning and decision making where there is uncertainty, competing and/or complex clinical issues.

Shapes and implements regional and national policy and strategy in their area of clinical practice.

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Demonstrates high level communication and collaboration skills; able to communicate complex information to stakeholders in challenging environments to promote a collaborative approach across the healthcare system.

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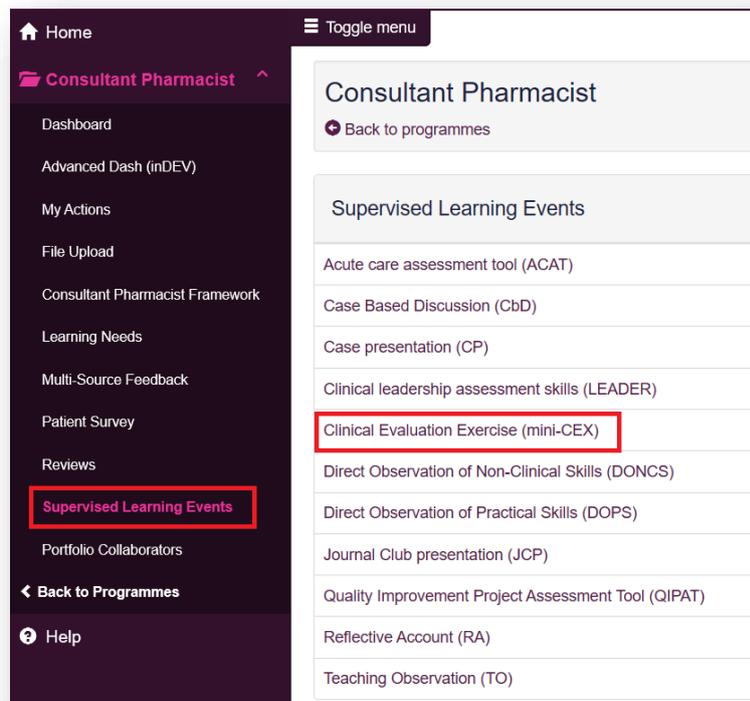
3. Leadership & management
Leads on the strategic vision for implementing and innovating service delivery beyond their organisation; manages service change effectively to deliver demonstrable improvements to patients care.

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- 3.2 Leads on innovation and improvement to service delivery at organisational level and beyond; manages change effectively to achieve demonstrable improvement(s) to patient care

Save Changes

4.5.2 Reviewing a mini-CEX

On the menu, select “Supervised Learning Events” then “Clinical Evaluation Exercise (mini-CEX)”.



You can access already created mini-CEXs by selecting the date the record was created.



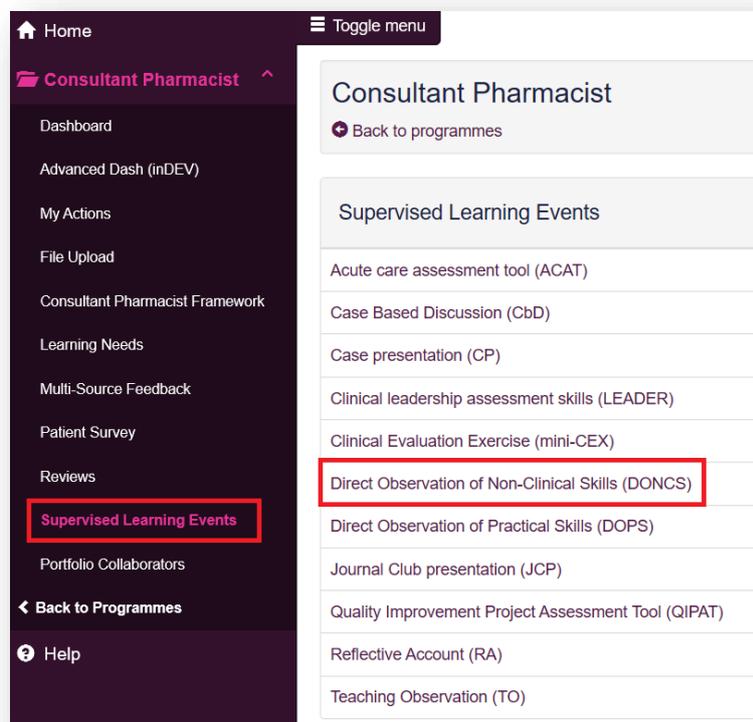
Once you are happy with the record you can click on **“Save Changes”** at the bottom of the page.

4.6 Direction Observation of Non-Clinical Skills (DONCS)

The tool is an evaluation of your non-clinical skills.

4.6.1 Creating a DONCS

On the menu select **“Supervised Learning Events”** then **“Direct Observation of Non-Clinical Skills (DONCS)”**.



Select **“Start New”** to create a new record.

Direct Observation of Non-Clinical Skills (DONCS)s

[← Back to Supervised Learning Events](#)

Direct Observation of Non-Clinical Skills (DONCS)

No existing records found.

Start New

This will then take you to a page where you will be assessed based on knowledge/skills. Your portfolio collaborator will complete this after the observation.

Scenario

Brief summary of scenario *

Description of non-clinical skill(s) being observed *

Relevant domain(s) *

- Professional practice
- Communication & collaborative working
- Leadership & management
- Education
- Research

You will also be given an overall rating.

Overall Rating	Significantly below the level expected of an entry-level consultant pharmacist	Below, but working towards, the level expected of an entry-level consultant pharmacist	At the level expected of an entry-level consultant pharmacist	Above the level expected of an entry-level consultant pharmacist
Based on your observation of this scenario, rate the level *				

You can add to the “**Optional reflection**”. Your collaborator will complete the “**Strengths**”, “**Areas for development**”, “**Other relevant comments or feedback**” and “**Agreed action(s)**” areas. Details input in the “**Agreed action(s)**” area will create a “**Supervised Learning Event**” action in your **action plans** section.

Summary of Assessment

Strengths *

Areas for development *

Agreed action(s): *

Optional reflection:

You will then need to select the learning outcomes that are relevant to the record. Select the “**Save Changes**” button to complete the record.

Framework Mapping ⓘ

1. Professional practice
 Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries.

- 1.1 Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s); can apply these to manage individual patients and/or patient populations requiring the most complex pharmaceutical care.
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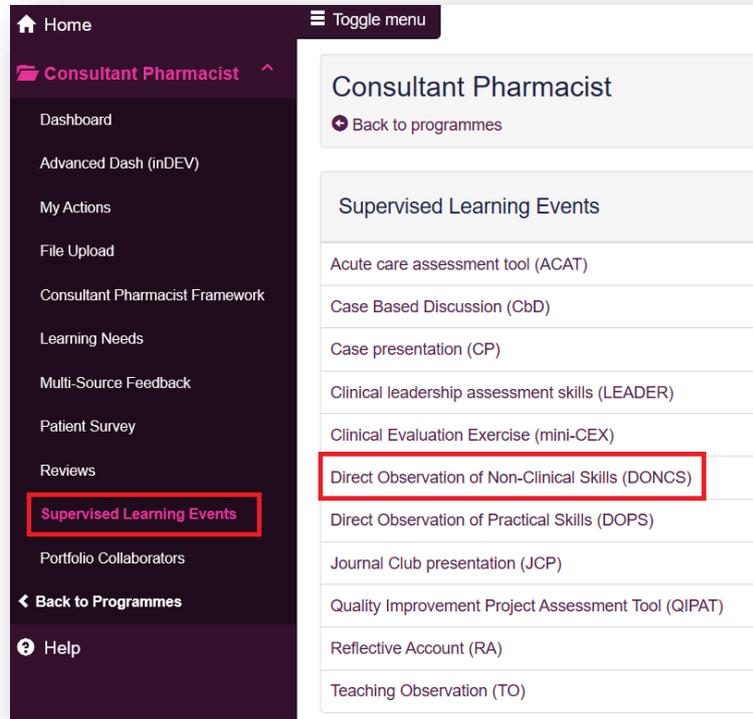
3. Leadership & management
 Leads on the strategic vision for implementing and innovating service delivery beyond their organisation; manages service change effectively to deliver demonstrable improvements to patients care.

- 3.1 Creates and embeds a shared strategic vision for service delivery within their organisation and beyond; relates goals and actions to wider strategic aims of the organisation, profession and healthcare system.
- 3.2 Leads on innovation and improvement to service delivery at organisational level and beyond; manages change effectively to achieve demonstrable improvement(s) to patient care

Save Changes

4.6.2 Reviewing a DONCS

On the menu, select “**Supervised Learning Events**” then “**Direct Observation of Non-Clinical Skills (DONCS)**”.



You can access already created DONCSs by selecting the date the record was created.



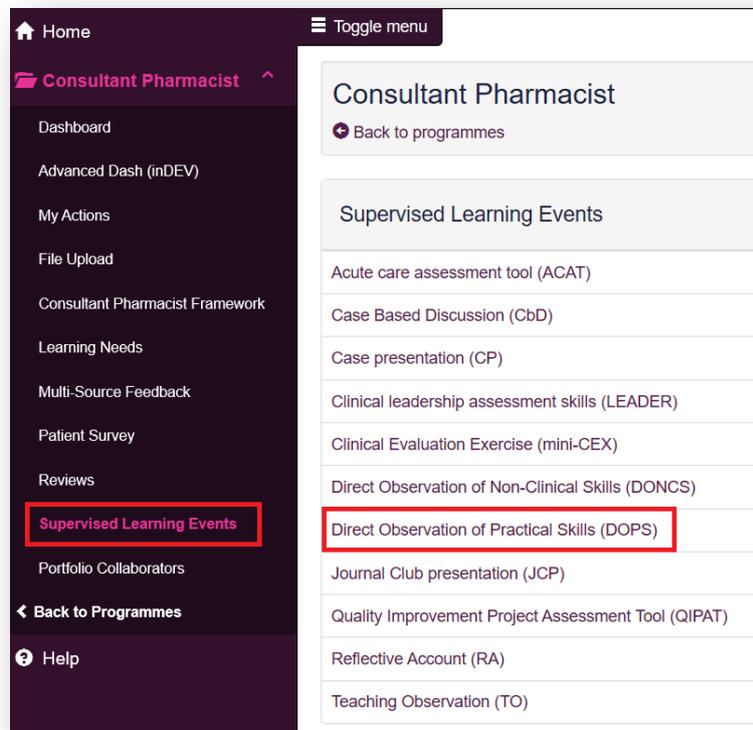
Once you are happy with the record you can click on “**Save Changes**” at the bottom of the page.

4.7 Direct Observation of Practical Skills (DOPS)

This tool is an evaluation of your performance in undertaking a clinical procedure.

4.7.1 Creating a DOPS

On the menu select “**Supervised Learning Events**” then “**Direct Observation of Practical Skills (DOPS)**”.



Select “**Start New**” to create a new record.



This will then take you to a page where you will be assessed based on knowledge/skills. Your portfolio collaborator will complete this after the observation.

The screenshot shows a 'Summary of Assessment' form. It contains two sections: 'Procedure being observed? *' and 'Clinical setting *', both with text boxes containing the placeholder 'This section has not yet been completed.' Below these is a table for 'Procedure Level of Complexity'.

Procedure Level of Complexity	Low	Medium	High
Procedure Level of complexity *			

Knowledge, Skill, Experience or Behaviour ?				
	Below expected level of performance	Meets expected level of performance	Exceeds expected level of performance	Not Applicable
Demonstrates understanding of indications, relevant anatomy, technique of procedure *				
Obtains informed consent *				
Demonstrates appropriate preparation pre-procedure *				
Technical ability *				
Seeks help where appropriate *				
Post procedure management *				
Communication skills *				
Consideration of patient/professionalism *				

You will also be given an overall rating.

Overall Rating ?				
	Unable to perform procedure	Able to perform the procedure under direct supervision/assistance	Able to perform the procedure with limited supervision/assistance	Competent to perform the procedure unsupervised and deal with complications
Based on your observation of this procedure, rate the level of independent practice the pharmacist has shown for this procedure *				

You can add to the “**Optional reflection**”. Your collaborator will complete the “**Which aspects of the encounter were done well**”, “**Suggested areas for improvement**” and “**Agreed action(s)**” areas. Details input in the “**Agreed action(s)**” area will create a “**Supervised Learning Event**” action in your **action plans** section.

Summary of Assessment

Which aspects of the encounter were done well? *

Suggested areas for improvement *

Agreed action(s): *

Optional reflection:

You will then need to select the learning outcomes that are relevant to the record. Select the “Save Changes” button to complete the record.

Framework Mapping ?

1. Professional practice
Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries.

- 1.1 Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s); can apply these to manage individual patients and/or patient populations requiring the most complex pharmaceutical care.
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- 2.2 Effectively communicates with patients and colleagues in highly challenging and/or hostile environments; manages the situation collaboratively to resolution.

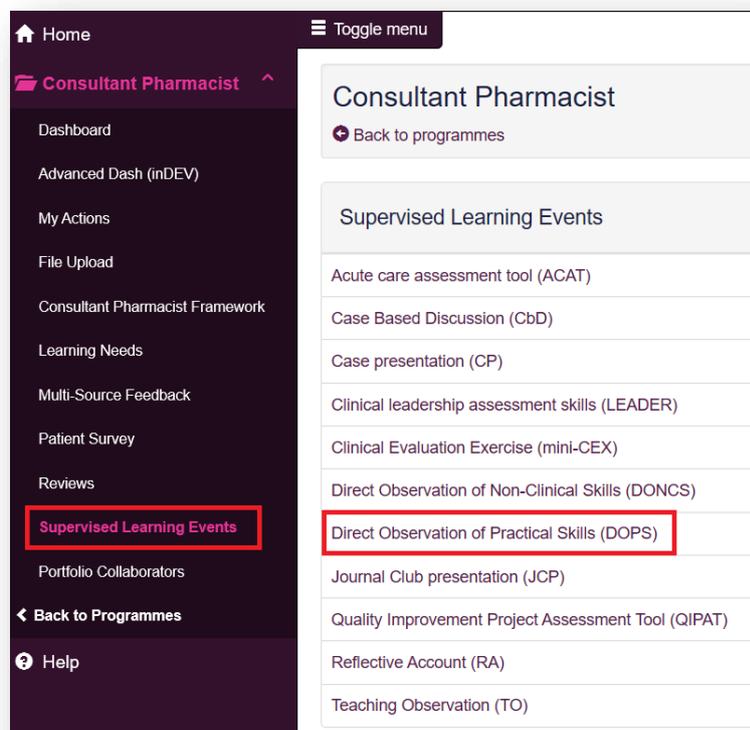
3. Leadership & management
Leads on the strategic vision for implementing and innovating service delivery beyond their organisation; manages service change effectively to deliver demonstrable improvements to patients care.

- 3.1 Creates and embeds a shared strategic vision for service delivery within their organisation and beyond; relates goals and actions to wider strategic aims of the organisation, profession and healthcare system.
- 3.2 Leads on innovation and improvement to service delivery at organisational level and beyond; manages change effectively to achieve demonstrable improvement(s) to patient care

Save Changes

4.7.2 Reviewing a DOPS

On the menu select “Supervised Learning Events” then “Direct Observation of Practical Skills (DOPS)”.



You can access already created DOPSs by selecting the date the record was created.



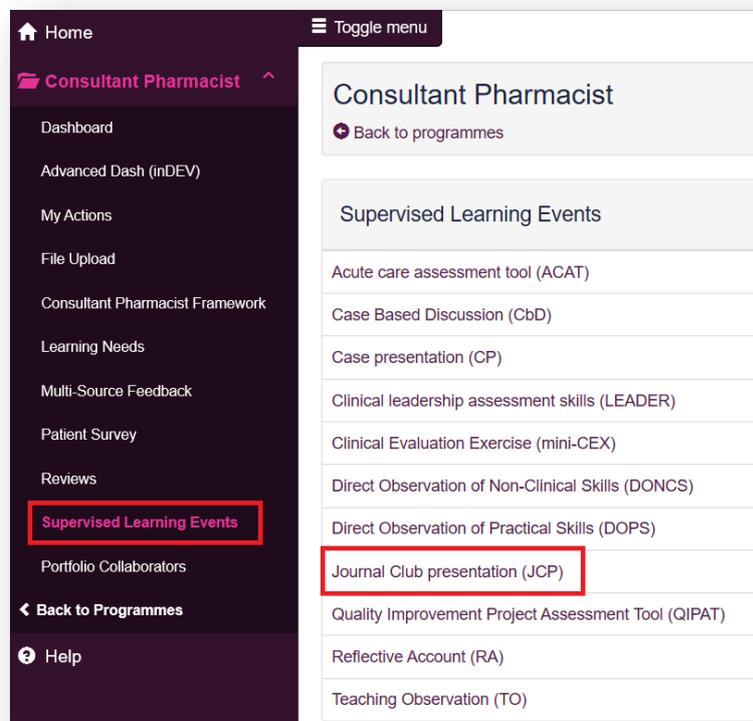
Once you are happy with the record you can click on “**Save Changes**” at the bottom of the page.

4.8 Journal Club Presentation (JCP)

The tool is an evaluation of your ability to effectively present a journal paper to colleagues demonstrating knowledge of research methods and critical evaluation skills.

4.8.1 Creating a JCP

On the menu select “**Supervised Learning Events**” then “**Journal Club presentation (JCP)**”.



Select **“Start New”** to create a new record.

Journal Club presentation (JCP)s

[Back to Supervised Learning Events](#)

Journal Club presentation (JCP)

No existing records found.

Start New

This will then take you to a page where you will be assessed based on knowledge/skills. Your portfolio collaborator will complete this after the observation.

Summary of case(s)

Summary of case(s) *

This section has not yet been completed.

Clinical setting *

This section has not yet been completed.

Level of Complexity

	Low	Medium	High
Level of complexity *			

	Below expected level of performance	Meets expected level of performance	Exceeds expected standard	Not Applicable
Introduces the topic				
Describes the background to the topic, the rationale for and clinical relevance of the study question, and a summary of existing literature *				

Professionalism Summary

Strengths *

This section has not yet been completed.

Areas for development *

This section has not yet been completed.

Study methodology and results

	Below expected level of performance	Meets expected level of performance	Exceeds expected standard	Not Applicable
Clearly describes the aim, study population including inclusion/exclusion criteria, the intervention, outcomes and statistical analysis (as appropriate to study design) *				

Clinical Reasoning Summary

Strengths *

This section has not yet been completed.

Areas for development *

This section has not yet been completed.

You will also be given an overall rating.

Overall Rating				
	Significantly below the level expected of an entry-level consultant pharmacist	Below, but working towards, the level expected of an entry-level consultant pharmacist	At the level expected of an entry-level consultant pharmacist	Above the level expected of an entry-level consultant pharmacist
Based on your observation of this presentation, rate the overall competence at which the pharmacist has shown that they are performing *				

You can add to the **“Optional reflection”**. Your collaborator will complete the **“Other relevant comments or feedback”** and **“Agreed action(s)”** areas. Details input in the **“Agreed action(s)”** area will create a **“Supervised Learning Event”** action in your **action plans** section.

Summary of Assessment

Other relevant comments or feedback

Agreed action(s)

Optional reflection

You will then need to select the learning outcomes that are relevant to the record. Select the **“Save Changes”** button to complete the record.

Framework Mapping

1. Professional practice
 Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries.

- 1.1 Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s); can apply these to manage individual patients and/or patient populations requiring the most complex pharmaceutical care.
- 1.2 Influences the delivery and quality assurance of clinical services across boundaries.
- 1.3 Demonstrates effective critical thinking, clinical reasoning and decision making where there is uncertainty, competing and/or complex clinical issues.

Shapes and implements regional and national policy and strategy in their area of clinical practice.

- 1.4 Implements regional and national policy and/or strategy at their level of influence within their area of clinical practice.
- 1.5 Translates expertise and research into the creation of new policy influencing practice beyond their organisation, demonstrably improving patient care.

2. Communication and collaborative working
 Demonstrates high level communication and collaboration skills; able to communicate complex information to stakeholders in challenging environments to promote a collaborative approach across the healthcare system.

- 2.1 Communicates highly complex, sensitive or contentious information to inform and influence senior pharmacy and non-pharmacy stakeholders from across the healthcare system; promotes a collaborative approach working across boundaries.
- 2.2 Effectively communicates with patients and colleagues in highly challenging and/or hostile environments; manages the situation collaboratively to resolution.

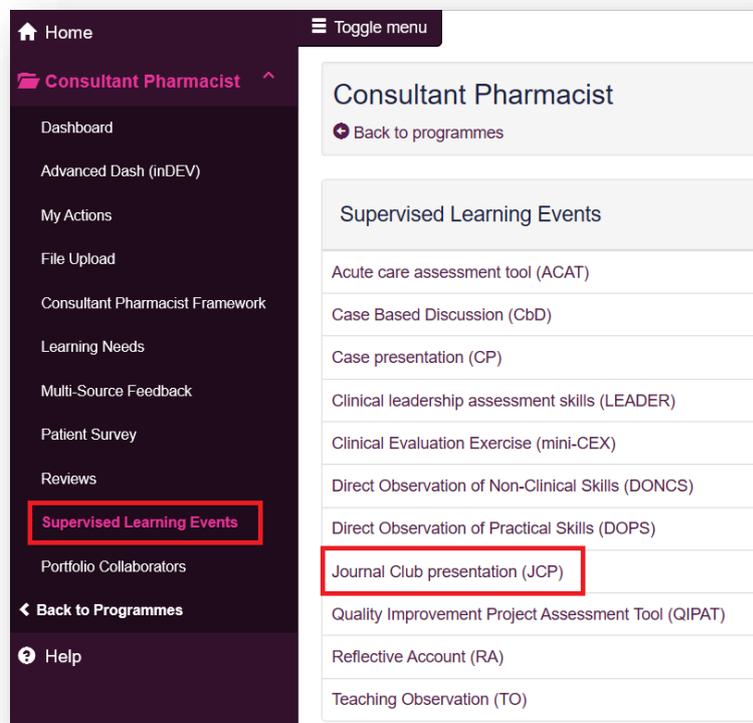
3. Leadership & management
 Leads on the strategic vision for implementing and innovating service delivery beyond their organisation; manages service change effectively to deliver demonstrable improvements to patients care.

- 3.1 Creates and embeds a shared strategic vision for service delivery within their organisation and beyond; relates goals and actions to wider strategic aims of the organisation, profession and healthcare system.
- 3.2 Leads on innovation and improvement to service delivery at organisational level and beyond; manages change effectively to achieve demonstrable improvement(s) to patient care

Save Changes

4.8.2 Reviewing a JCP

On the menu select “**Supervised Learning Events**” then “**Journal Club presentation (JCP)**”.



You can access already created JCPs by selecting the date the record was created.



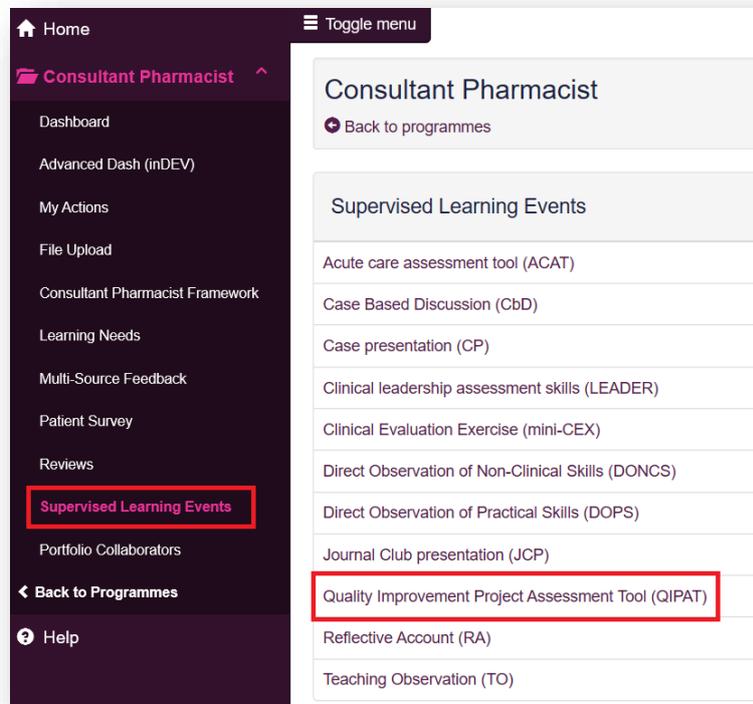
Once you are happy with the record you can click on “**Save Changes**” at the bottom of the page.

4.9 Quality Improvement Project Assessment Tool (QIPAT)

The tool is an evaluation of your ability to undertake a quality improvement project to improve service provision in your area of expertise.

4.9.1 Creating a QIPAT

On the menu select “**Supervised Learning Events**” then “**Quality Improvement Project Assessment Tool (QIPAT)**”.



Select “**Start New**” to create a new record.



This will then take you to a page where you will be assessed based on knowledge/skills. Your portfolio collaborator will complete this after the observation.

Format of QIP		
	Presentation	Written report
Format of QIP *		

Summary of Assessment
Title or brief description of QIP *
<i>This section has not yet been completed.</i>

Procedure Level of Complexity			
	Low	Medium	High
Level of Capacity *			

QIP				
	Below expected level of performance	Meets expected level of performance	Exceeds expected level of performance	Not Applicable
QIP Topic *				
Quality Improvement measures identified *				
Effective use of QIP methodology demonstrated *				
Implementation plan for service improvement *				
Approach to evaluating change as a result *				
Future application of QIP *				
Presentation and communication skills *				
Professionalism *				

You will also be given an overall rating.

Overall Rating 			
	Below the level expected of an entry-level consultant pharmacist in this clinical specialty	At the level expected of an entry-level consultant pharmacist in this clinical specialty	Above the level expected of an entry-level consultant pharmacist in this clinical specialty
Based on this observation please rate the level of overall quality of Quality Improvement Project (QIP) shown: *			

You can add to the “**Optional reflection**”. Your collaborator will complete the “**Which aspects of the encounter were done well**”, “**Suggested areas for improvement**” and “**Agreed action(s)**” areas. Details input in the “**Agreed action(s)**” area will create a “**Supervised Learning Event**” action in your **action plans** section.

Summary of Assessment

Which aspects of the encounter were done well? *

Suggested areas for improvement *

Agreed action(s): *

Optional reflection:

You will then need to select the learning outcomes that are relevant to the record. Select the “**Save Changes**” button to complete the record.

Framework Mapping ?

1. Professional practice
 Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries.

- 1.1 Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s); can apply these to manage individual patients and/or patient populations requiring the most complex pharmaceutical care.
- 1.2 Influences the delivery and quality assurance of clinical services across boundaries.
- 1.3 Demonstrates effective critical thinking, clinical reasoning and decision making where there is uncertainty, competing and/or complex clinical issues.

Shapes and implements regional and national policy and strategy in their area of clinical practice.

- 1.4 Implements regional and national policy and/or strategy at their level of influence within their area of clinical practice.
- 1.5 Translates expertise and research into the creation of new policy influencing practice beyond their organisation. demonstrably improving patient care.

2. Communication and collaborative working
 Demonstrates high level communication and collaboration skills; able to communicate complex information to stakeholders in challenging environments to promote a collaborative approach across the healthcare system.

- 2.1 Communicates highly complex, sensitive or contentious information to inform and influence senior pharmacy and non-pharmacy stakeholders from across the healthcare system; promotes a collaborative approach working across boundaries.
- 2.2 Effectively communicates with patients and colleagues in highly challenging and/or hostile environments; manages the situation collaboratively to resolution.

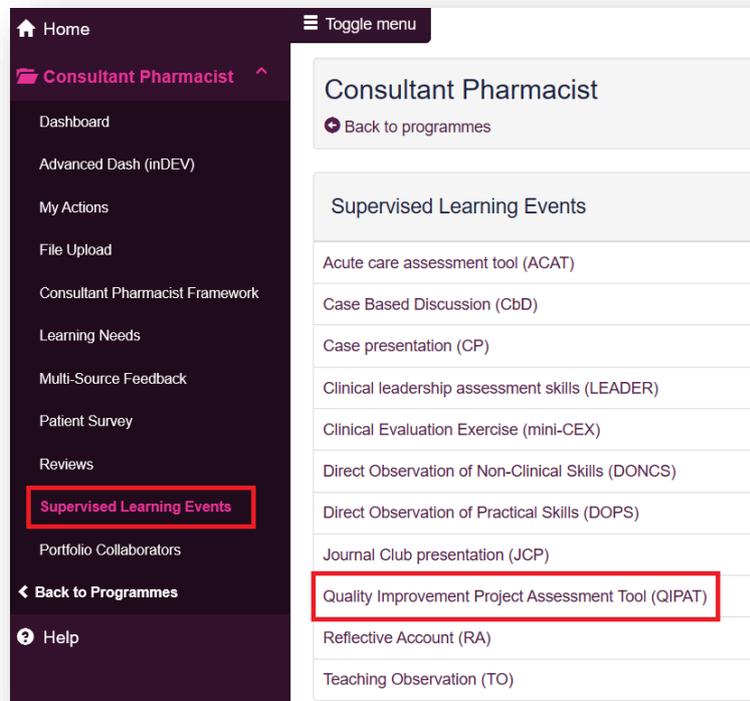
3. Leadership & management
 Leads on the strategic vision for implementing and innovating service delivery beyond their organisation; manages service change effectively to deliver demonstrable improvements to patients care.

- 3.1 Creates and embeds a shared strategic vision for service delivery within their organisation and beyond; relates goals and actions to wider strategic aims of the organisation, profession and healthcare system.
- 3.2 Leads on innovation and improvement to service delivery at organisational level and beyond; manages change effectively to achieve demonstrable improvement(s) to patient care

Save Changes

4.9.2 Reviewing a QIPAT

On the menu select “**Supervised Learning Events**” then “**Quality Improvement Project Assessment Tool (QIPAT)**”.



You can access already created QIPATs by selecting the date the record was created.



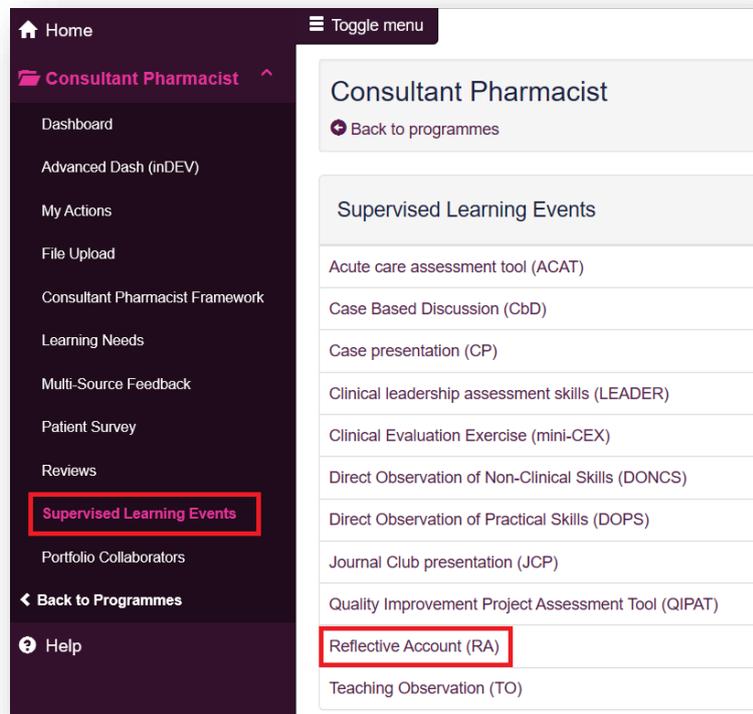
Once you are happy with the record you can click on “**Save Changes**” at the bottom of the page.

4.10 Reflective Account (RA)

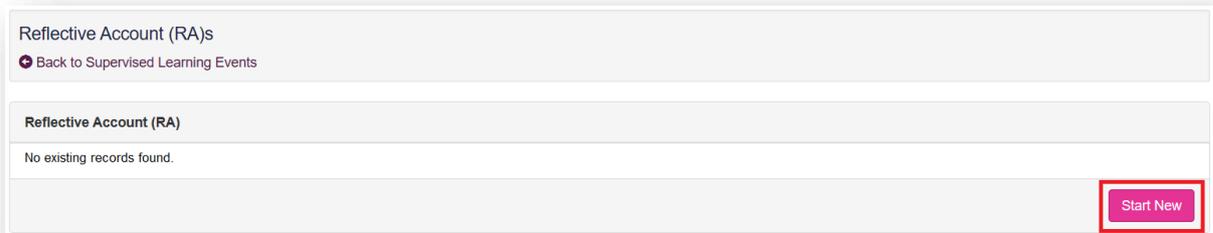
The tool is an evaluation of your ability to reflect on an experience, analyse your learning and identify areas of development to inform future practice.

4.10.1 Creating a RA

On the menu select “**Supervised Learning Events**” then “**Reflective Account (RA)**”.



Select “**Start New**” to create a new record.



This will then take you to a page where you complete sections that are relevant to your experience.

Description

Briefly outline the experience. This should be a factual account of what happened. *

This section has not yet been completed.

Feelings

Explain your feeling and thoughts at the time of the event giving examples which directly reference the experience. *

This section has not yet been completed.

Evaluation

Describe what you think went well and what did not go so well. *

This section has not yet been completed.

Analysis

Analyse the experience. Why do you think the experience played out as it did? If you can, try to refer to any relevant literature or research to help make sense of the experience. *

This section has not yet been completed.

You will then need to select the learning outcomes that are relevant to the record. Select the **“Save Changes”** button to complete the record.

Framework Mapping ?

1. Professional practice
Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries.

- 1.1 Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s); can apply these to manage individual patients and/or patient populations requiring the most complex pharmaceutical care.
- 1.2 Influences the delivery and quality assurance of clinical services across boundaries.
- 1.3 Demonstrates effective critical thinking, clinical reasoning and decision making where there is uncertainty, competing and/or complex clinical issues.

Shapes and implements regional and national policy and strategy in their area of clinical practice.

- 1.4 Implements regional and national policy and/or strategy at their level of influence within their area of clinical practice.
- 1.5 Translates expertise and research into the creation of new policy influencing practice beyond their organisation. demonstrably improving patient care.

2. Communication and collaborative working
Demonstrates high level communication and collaboration skills; able to communicate complex information to stakeholders in challenging environments to promote a collaborative approach across the healthcare system.

- 2.1 Communicates highly complex, sensitive or contentious information to inform and influence senior pharmacy and non-pharmacy stakeholders from across the healthcare system; promotes a collaborative approach working across boundaries.
- 2.2 Effectively communicates with patients and colleagues in highly challenging and/or hostile environments; manages the situation collaboratively to resolution.

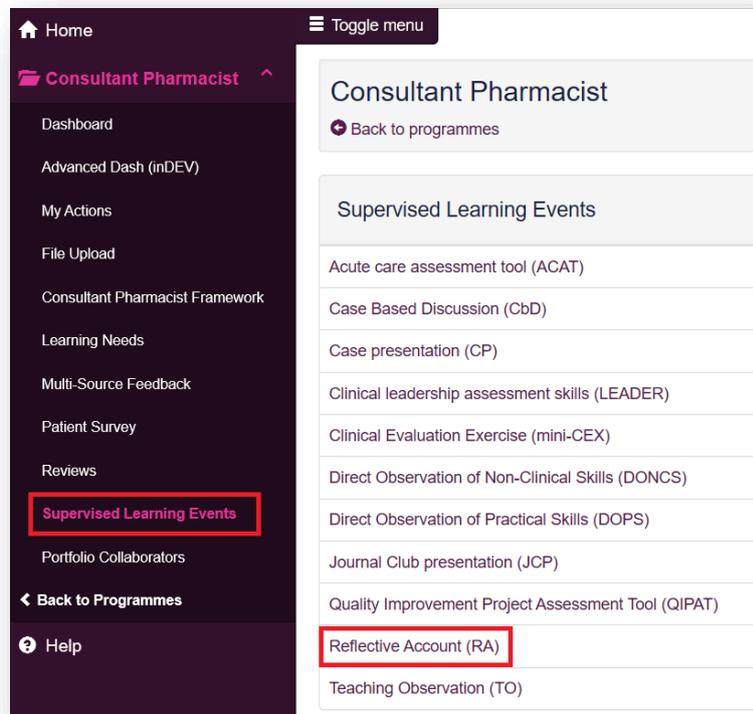
3. Leadership & management
Leads on the strategic vision for implementing and innovating service delivery beyond their organisation; manages service change effectively to deliver demonstrable improvements to patients care.

- 3.1 Creates and embeds a shared strategic vision for service delivery within their organisation and beyond; relates goals and actions to wider strategic aims of the organisation, profession and healthcare system.
- 3.2 Leads on innovation and improvement to service delivery at organisational level and beyond; manages change effectively to achieve demonstrable improvement(s) to patient care

Save Changes

4.10.2 Reviewing a RA

On the menu select “**Supervised Learning Events**” then “**Reflective Account (RA)**”.



You can access already created RAs by selecting the date the record was created.



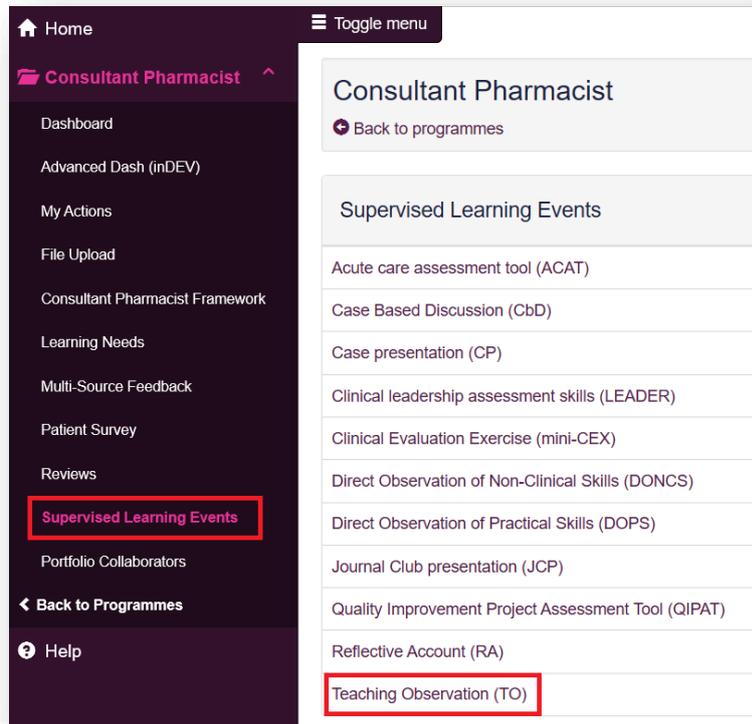
Once you are happy with the record you can click on “**Save Changes**” at the bottom of the page.

4.11 Teaching Observation (TO)

The tool is an evaluation of your ability to deliver an effective learning experience to others.

4.11.1 Creating a TO

On the menu select “Supervised Learning Events” then “Teaching Observation (TO)”.



Select “Start New” to create a new record.



This will then take you to a page where you will be assessed based on knowledge/skills. Your portfolio collaborator will complete this after the observation.

Teaching event summary	
Institution/setting *	<i>This section has not yet been completed.</i>
Learner group *	<i>This section has not yet been completed.</i>
Title of session *	<i>This section has not yet been completed.</i>
Brief description of session *	<i>This section has not yet been completed.</i>
Number of learners *	<input type="radio"/> Less than 5 <input type="radio"/> 5-15 <input type="radio"/> 16-30 <input type="radio"/> More than 30

Observations				
	Below expected level of performance	Meets expected level of performance	Exceeds expected standard	Not Applicable
Establishes appropriate learning environment with clear educational objectives *				
Uses subject expertise to provide effective learning opportunities *				
Content is appropriate to the level and needs of learners *				
Content is logically sequenced *				
Communicates effectively with learners *				
Demonstrates effective questioning skills *				
Promotes active learner participation *				
Uses appropriate and effective resources to support learning *				
Provides explicit, detailed and constructive feedback to learners *				
Demonstrates effective time management; well-paced and keeps to time *				

You will also be given an overall rating.

Overall Rating			
	Below the level expected of an entry-level consultant pharmacist in this clinical specialty	At the level expected of an entry-level consultant pharmacist in this clinical specialty	Above the level expected of an entry-level consultant pharmacist in this clinical specialty
Based on this observation please rate the level of overall quality of teaching shown *			

You can add to the “**Optional reflection**”. Your collaborator will complete the “**Which aspects of the session were done well**”, “**Suggested areas for improvement**” and “**Agreed action(s)**” areas. Details input in the “**Agreed action(s)**” area will create a “**Supervised Learning Event**” action in your **action plans** section.

Summary of Assessment
<p>Which aspects of the session were done well? *</p> <div style="border: 1px solid black; height: 40px;"></div>
<p>Suggested areas for improvement? *</p> <div style="border: 1px solid black; height: 40px;"></div>
<p>Agreed action(s)</p> <div style="border: 1px solid black; height: 40px;"></div>
<p>Optional reflection</p> <div style="border: 1px solid black; height: 40px;"></div>

You will then need to select the learning outcomes that are relevant to the record. Select the “Save Changes” button to complete the record.

Framework Mapping ?

1. Professional practice
Leads on the delivery of complex pharmaceutical care in dynamic and uncertain environments across boundaries.

- 1.1 Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s); can apply these to manage individual patients and/or patient populations requiring the most complex pharmaceutical care.
- 1.2 Influences the delivery and quality assurance of clinical services across boundaries.
- 1.3 Demonstrates effective critical thinking, clinical reasoning and decision making where there is uncertainty, competing and/or complex clinical issues.

Shapes and implements regional and national policy and strategy in their area of clinical practice.

- 1.4 Implements regional and national policy and/or strategy at their level of influence within their area of clinical practice.
- 1.5 Translates expertise and research into the creation of new policy influencing practice beyond their organisation. demonstrably improving patient care.

2. Communication and collaborative working
Demonstrates high level communication and collaboration skills; able to communicate complex information to stakeholders in challenging environments to promote a collaborative approach across the healthcare system.

- 2.1 Communicates highly complex, sensitive or contentious information to inform and influence senior pharmacy and non-pharmacy stakeholders from across the healthcare system; promotes a collaborative approach working across boundaries.
- 2.2 Effectively communicates with patients and colleagues in highly challenging and/or hostile environments; manages the situation collaboratively to resolution.

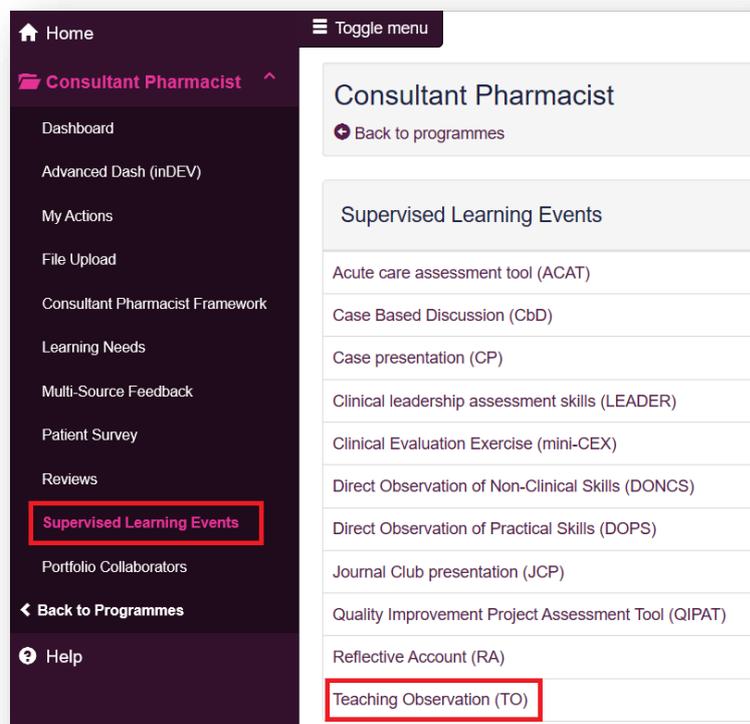
3. Leadership & management
Leads on the strategic vision for implementing and innovating service delivery beyond their organisation; manages service change effectively to deliver demonstrable improvements to patients care.

- 3.1 Creates and embeds a shared strategic vision for service delivery within their organisation and beyond; relates goals and actions to wider strategic aims of the organisation, profession and healthcare system.
- 3.2 Leads on innovation and improvement to service delivery at organisational level and beyond; manages change effectively to achieve demonstrable improvement(s) to patient care

Save Changes

4.11.2 Reviewing a TO

On the menu select “Supervised Learning Events” then “Teaching Observation (TO)”.



You can access already created TOs by selecting the date the record was created.



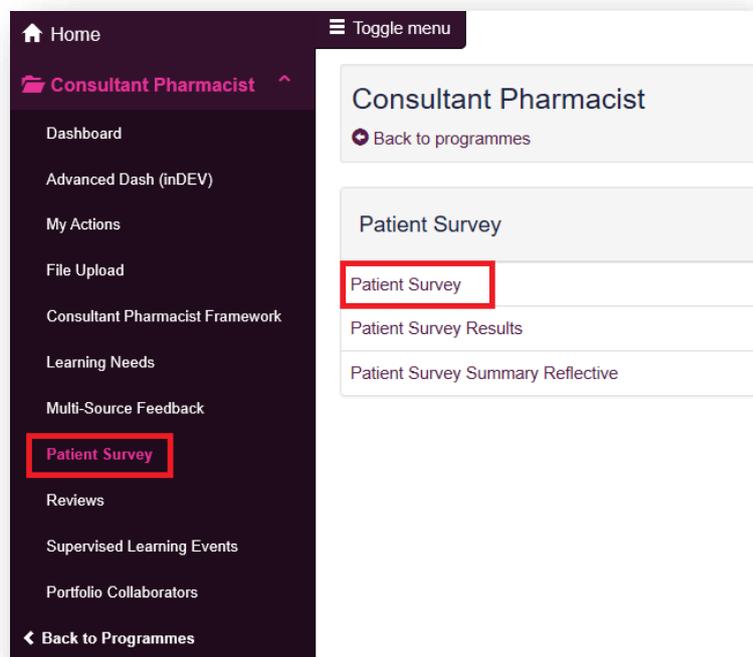
Once you are happy with the record you can click on **“Save Changes”** at the bottom of the page.

4.12 Patient Survey (PS)

The tool is an evaluation of your communication and consultation skills from the patient’s perspective.

4.12.1 Creating a PS

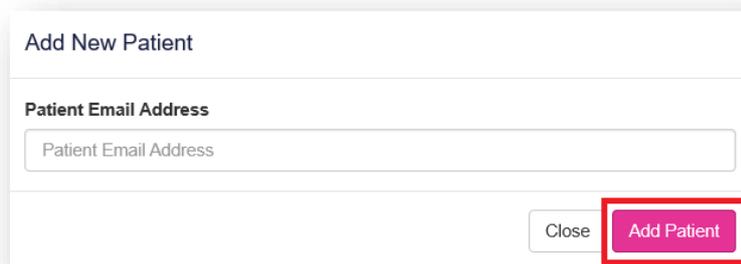
On the sidebar menu, select **“Patient Survey”** then again **“Patient Survey”**.



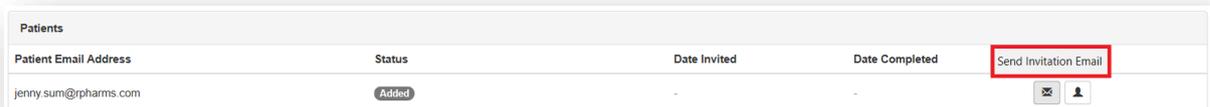
Select **“Add New Patient”** to create a new record.



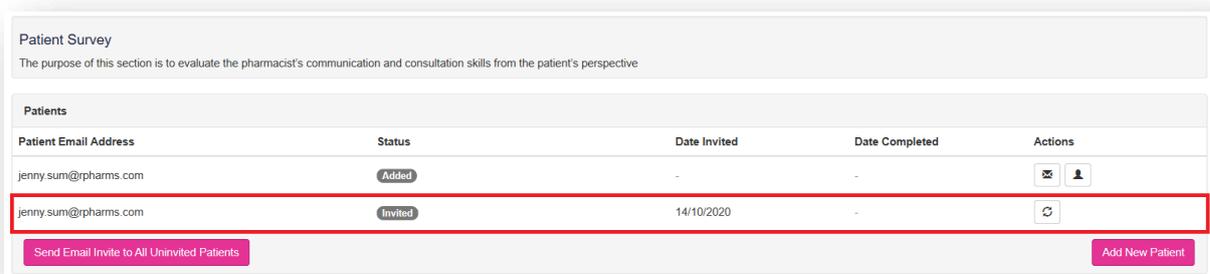
This will open a pop-up window for you to insert the patient's email address and select **“Add Patient”**. (Note: This action does not automatically send an email to the patient)



This will add the patient to your list shown under **“Status”** as **“Added”**. Select the envelope symbol  which sends an invitation email to the patient.



The patient **“Status”** will then change to **“Invited”** with a date under **“Date Invited”**. At any point you can also re-send the invitation email by selecting the refresh symbol , if your patient cannot find the email.



4.12.2 Questionnaire

Patients will be asked to rate you “**Poor to Fair**”, “**Fair**”, “**Good**” or “**Excellent**”.

This is the view that the patients will see when they open the Patient Survey. For a larger version click [here](#).

For more patient guidance, please click [here](#).

Patient Survey for **Learner**

We would be grateful if you would complete the questionnaire about your consultation with the pharmacist today. The pharmacist that you have seen is a fully qualified pharmacist who is working towards becoming a consultant pharmacist. Feedback from you in this survey will enable them to identify areas that may need improvement. Your opinions are therefore very valuable. Please answer all the questions below honestly. There are no right or wrong answers and the pharmacist will not be able to identify your individual responses.

Please rate the pharmacist based on the following.

1. Making you feel at ease

Poor to Fair Fair Good Excellent

2. Letting you explain things

Poor to Fair Fair Good Excellent

3. Really listening to what you had to say

Poor to Fair Fair Good Excellent

4. Being interested in you as a person

Poor to Fair Fair Good Excellent

5. Fully understanding your worries and concerns

Poor to Fair Fair Good Excellent

6. Showing care and compassion to your situation

Poor to Fair Fair Good Excellent

7. Being positive

Poor to Fair Fair Good Excellent

8. Explaining things clearly

Poor to Fair Fair Good Excellent

9. Helping you to feel in control of your health

Poor to Fair Fair Good Excellent

10. Making a plan of action with you

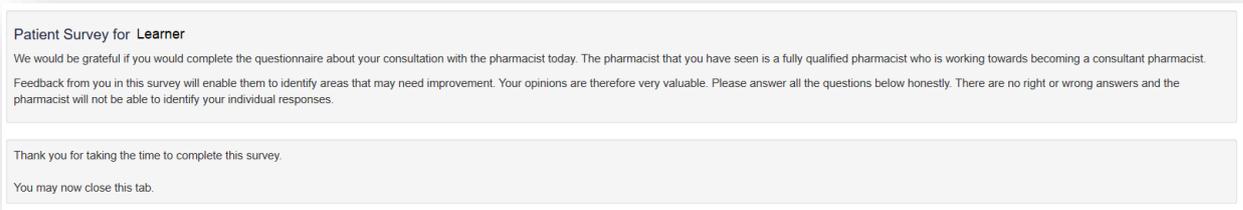
Poor to Fair Fair Good Excellent

11. Overall, how would you rate your consultation with this pharmacist today?

Poor to Fair Fair Good Excellent

[Complete Survey](#)

After the patient completes the survey, they will see the following page.



From your end, the patient's "Status" will then change to "Completed" with a date under "Date Completed". You can select the folder symbol  to view the patient's feedback.

Patient Survey

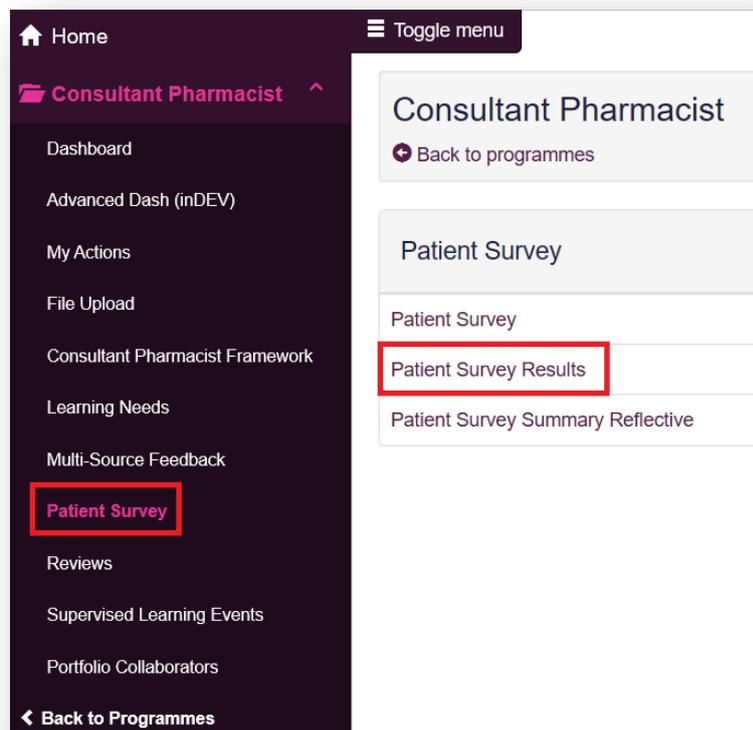
The purpose of this section is to evaluate the pharmacist's communication and consultation skills from the patient's perspective

Patient Email Address	Status	Date Invited	Date Completed	Actions
jenny.sum@pharms.com	Added	-	-	 
jenny.sum@pharms.com	Completed	14/10/2020	14/10/2020	

Send Email Invite to All Uninvited Patients Add New Patient

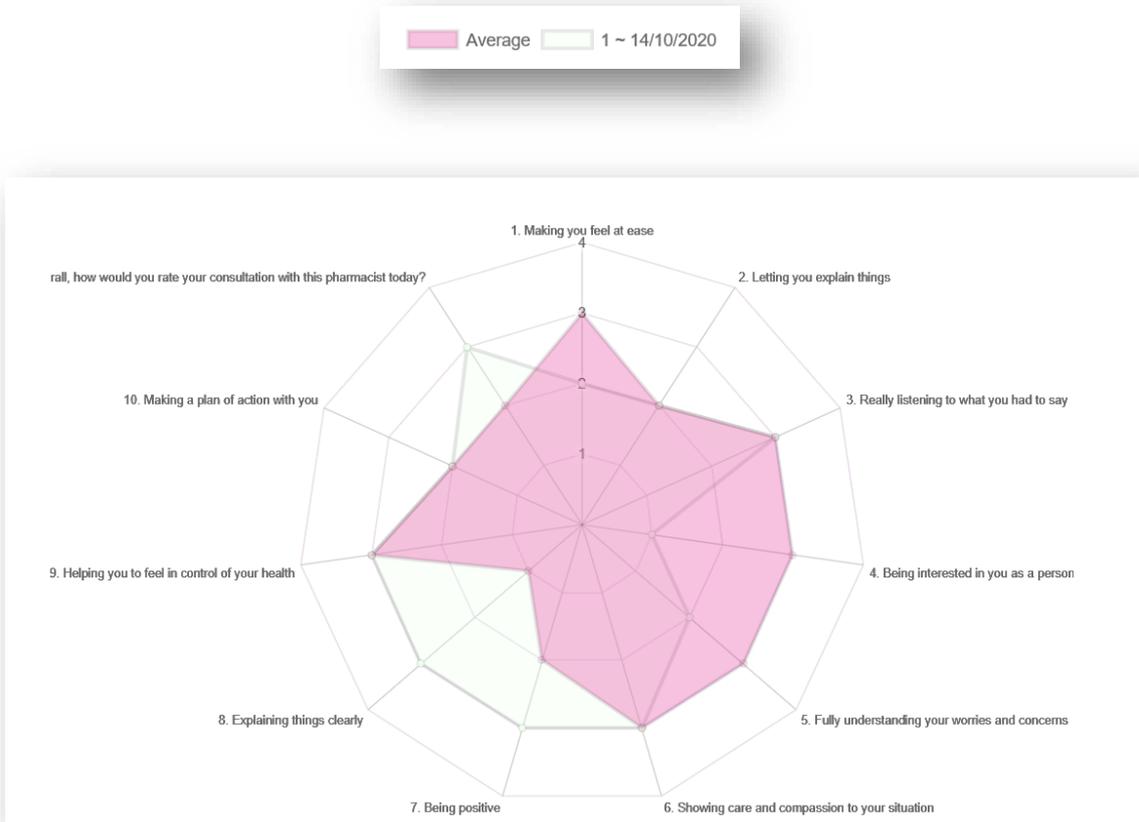
4.12.3 Patient Survey Results

On the sidebar menu, select "Patient Survey" then again "Patient Survey Results".



The Patient Survey Results page provides an overview of areas that you did well and areas that may need improvement.

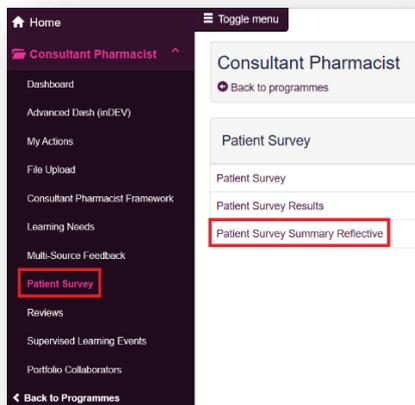
TIP: You can click on the keys to filter



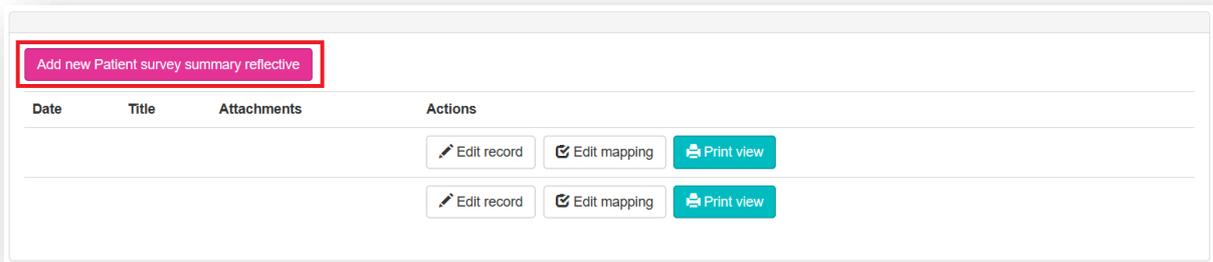
4.12.4 Patient Survey Summary Reflective

This tool can be used to reflect on and identify areas of development based on patient feedback.

On the sidebar menu, select **“Patient Survey”** then again **“Patient Survey Summary Reflective”**.

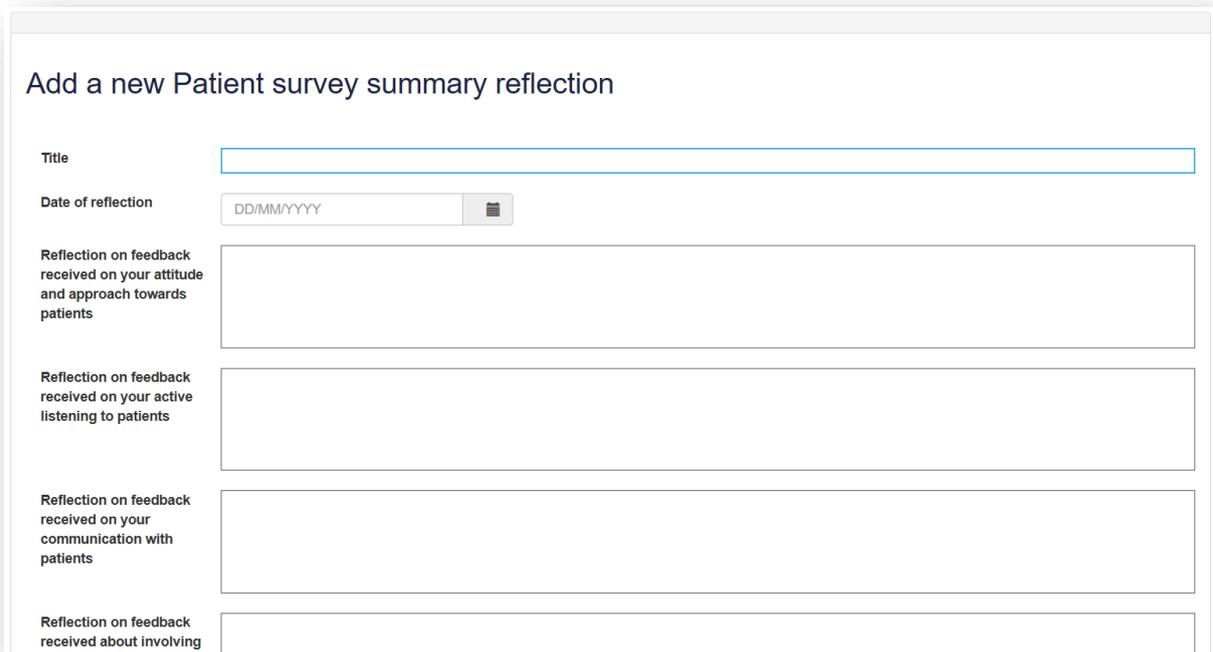


Select **“Add new Patient survey summary reflective”** to create a new record.



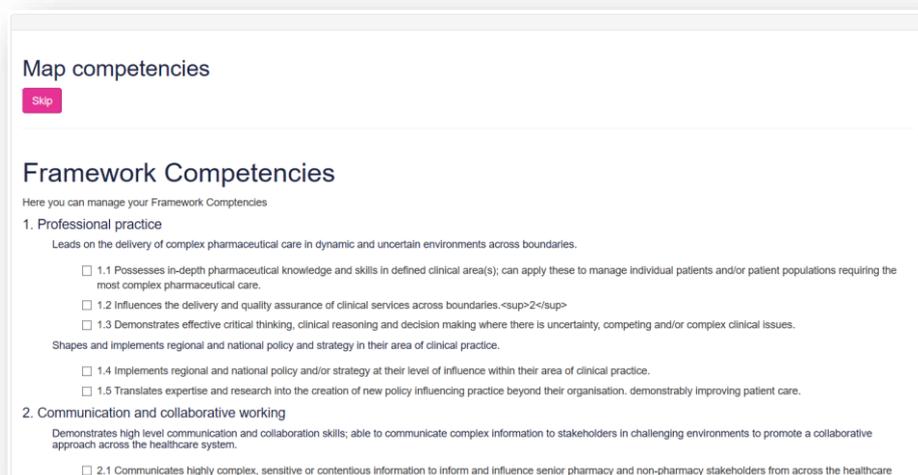
The screenshot shows a table with columns: Date, Title, Attachments, and Actions. A button labeled "Add new Patient survey summary reflective" is highlighted with a red box. Below the table, there are two rows of action buttons: "Edit record", "Edit mapping", and "Print view".

Complete the reflection page and select **“Save and continue”**.



The screenshot shows a form titled "Add a new Patient survey summary reflection". It includes a "Title" text field, a "Date of reflection" date picker, and four text areas for reflections on feedback received on different aspects: attitude and approach towards patients, active listening to patients, communication with patients, and feedback about involving patients.

You have the option to select the relevant competencies. Remember to select **“Save and continue”**. You also have the option to **“Skip”**.



The screenshot shows a page titled "Map competencies" with a "Skip" button. Below is a section for "Framework Competencies" with a sub-section for "1. Professional practice". It lists several competencies with checkboxes, such as "1.1 Possesses in-depth pharmaceutical knowledge and skills in defined clinical area(s); can apply these to manage individual patients and/or patient populations requiring the most complex pharmaceutical care."

You will then move onto the attachment section, select “**Browse**” to open your computer/devices documents and select the file you wish to upload. When the file is selected, add a file description and select “**Save**”. You will see the message “**File was uploaded successfully**”.

The screenshot shows the 'Add an attachment' form. On the left, it says 'Add an attachment' and 'Linked Attachments (0)'. On the right, there is a 'Choose file' section with a text input field and a 'Browse...' button highlighted with a red box. Below that is a 'File description:' label and an empty text input field. At the bottom, there is a 'Save' button highlighted with a red box.

The screenshot shows the 'Add an attachment' form after a file has been selected. The 'Choose file' section now displays the file path 'C:\Users\Jenny.Sum\Des' and a 'Browse...' button. The 'File description:' input field contains the text 'Test test'. A green message box at the bottom of the form says 'File was uploaded successfully.'. A 'Finish' button is visible in the bottom left corner.

Once it has moved under Linked Attachments, select “**Finish**”.

The screenshot shows the 'Add an attachment' form after the attachment has been saved. The 'Linked Attachments (1)' section now lists 'Test test' with a trash icon. The 'Choose file' section is empty, and the 'File description:' input field is empty. A 'Save' button is visible below the input field. The 'Finish' button in the bottom left corner is highlighted with a red box.

You will now be able to see the record in “**Patient Survey Summary Reflective**” where you can edit record, edit mapping, or print.

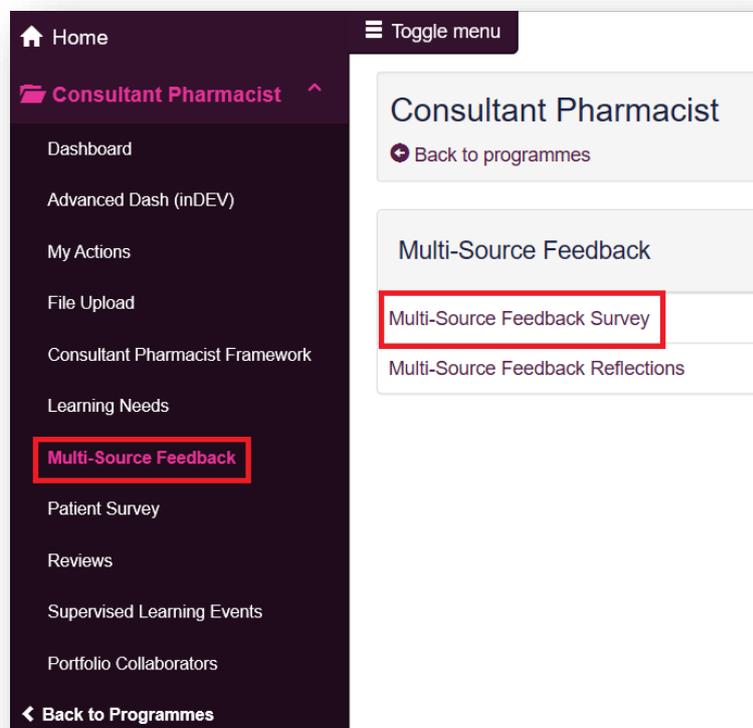
Date	Title	Attachments	Actions
14/10/2020	Title	Test test	Edit record Edit mapping Print view
			Edit record Edit mapping Print view
			Edit record Edit mapping Print view

4.13 Multi-Source Feedback Tool (MSF)

This tool provides systematic collection and feedback of performance data on you from colleagues. It can be used to evaluate your level of performance in the relevant domain.

4.13.1 Creating a MSF

On the sidebar menu, select “**Multi-Source Feedback**” then “**Multi-Source Feedback Survey**”.



Select the relevant domain.

Multi-Source Feedback Survey
Domain 1 - Professional (Clinical) Practice
Domain 2 - Communication & Collaboration
Domain 3 - Leadership & Management
Domain 4 - Education
Domain 5 - Research

Select **“Start New”** to create a new record.

Domain 1 - Professional (Clinical) Practices

[Back to Multi-Source Feedback Survey](#)

Domain 1 - Professional (Clinical) Practice

No existing records found.

[Start New](#)

This will then take you to a page where you will be assessed based on your performance in relation to the relevant domain. Your selected portfolio collaborator will complete this after the observation.

Domain 1 - Professional (Clinical) Practice Overview [click to toggle]

Collaborator Details Survey

Collaborator email *

Collaborator role *

<input type="checkbox"/> Medical consultant	<input type="checkbox"/> Medical registrar	<input type="checkbox"/> Foundation doctor
<input type="checkbox"/> GP	<input type="checkbox"/> Consultant nurse	<input type="checkbox"/> Advanced nurse
<input type="checkbox"/> Nurse	<input type="checkbox"/> Chief pharmacist	<input type="checkbox"/> Consultant pharmacist
<input type="checkbox"/> Advanced pharmacist	<input type="checkbox"/> Pharmacist	<input type="checkbox"/> Pharmacy technician
<input type="checkbox"/> Other consultant AHP	<input type="checkbox"/> Other advanced AHP	<input type="checkbox"/> Other AHP
<input type="checkbox"/> Non-clinical manager	<input type="checkbox"/> Non-clinical administration	<input type="checkbox"/> Academic
<input type="checkbox"/> Education & training professional	<input type="checkbox"/> Other	

I can confirm I have received appropriate training and have the appropriate experience to complete this assessment. I confirm I have completed the assessment objectively and independently *

Yes
 No

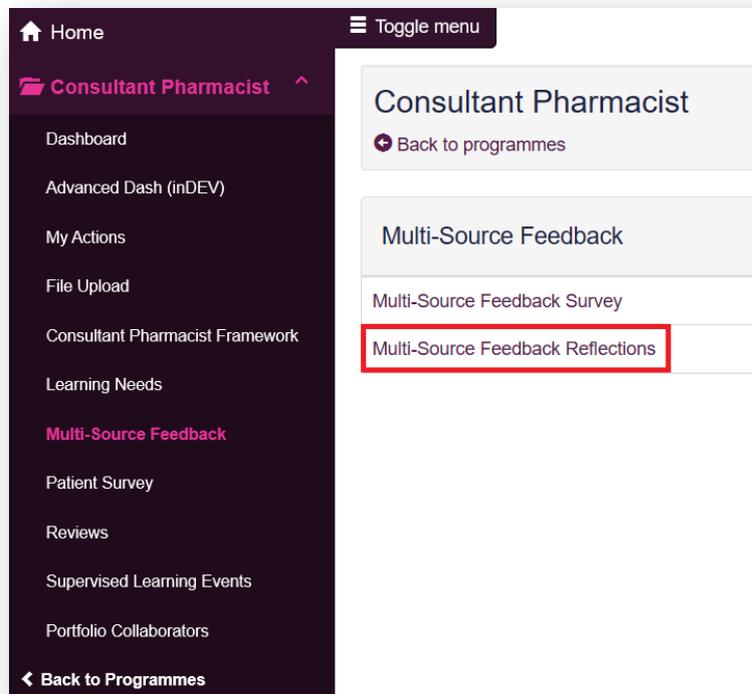
You will also be given an overall rating.

Overall Rating	
Overall rating *	<input type="radio"/> Below the level expected of an entry-level consultant pharmacist in this clinical specialty <input type="radio"/> At the level expected of an entry-level consultant pharmacist in this clinical specialty <input type="radio"/> Above the level expected of an entry-level consultant pharmacist in this clinical specialty
Particular strengths with relation to their professional (clinical) practice domain *	<input type="text"/>
Suggested areas for improvement with relation to their professional (clinical) practice domain *	<input type="text"/>

4.13.2 Multi-Source Feedback Reflections

This tool can be used to reflect on and identify areas of development based on multiple source feedback.

On the sidebar menu, select “**Multi-Source Feedback**” then again “**Multi-Source Feedback Reflections**”.



Select **“Start New”** to create a new record.

Multi-Source Feedback Reflectionss

[← Back to Multi-Source Feedback Reflections](#)

Multi-Source Feedback Reflections

No existing records found.

[Start New](#)

Complete the reflection page. Details input in the **“Agreed action(s)”** area will create a **“Supervised Learning Event”** action in your **action plans** section. Remember to select **“Save Changes”**. You will see the message **“Your changes have been saved successfully”**.

Multi-Source Feedback Reflections (14/10/2020)

[← Back to Multi-Source Feedback Reflectionss](#)

Multi-Source Feedback Reflections Overview [click to toggle]

Collaborator Details Survey

Domain(s) which you received feedback on and are reflecting on *

Domain 1 – Professional practice
 Domain 2 – Communication & collaboration
 Domain 3 – Leadership & management
 Domain 4 – Education
 Domain 5 - Research

Reflection

How did the feedback align with your self-assessment of your level of performance in this/these domain(s)? *

Reflect on the strengths identified from the feedback relating to this/these domain(s) *

Your changes have been saved successfully.

5 – File Upload

This section is for you to upload any files that are relevant to your learning and development. This could include other Supervised Learning Events (SLEs), and training certificates. This ensures that all information linked to the Consultant Pharmacist programme is saved in one place.

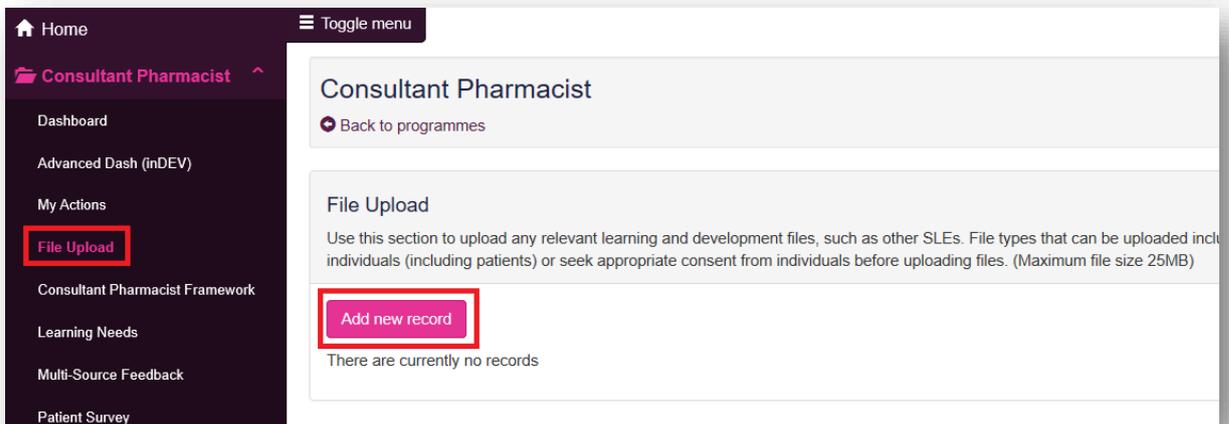
TIP: If your evidence is linked, then upload it altogether in one file upload and add naming conventions.

For example if you upload a Clinical Evaluation Exercise (mini-CEX) and want to add a Reflective Account (RA) linked to that mini-CEX, then upload them at the same time with the same naming conventions:

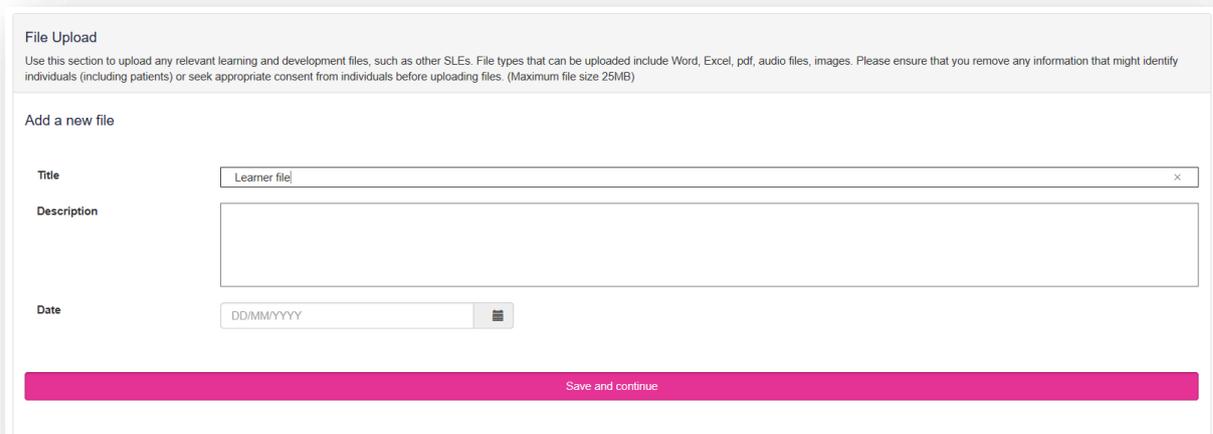
Mini-CEX_(1) 10.03.21

RA_(1) 10.03.21

To access “**File Upload**”, select from the sidebar menu and select “**Add new record**” to start the creation of your file upload.



The first step is to create a title for the record and a description of what the record will be. Once you have inserted the details select “**Save and continue**” to progress.

A screenshot of the 'File Upload' form. At the top, it says 'File Upload' and provides instructions: 'Use this section to upload any relevant learning and development files, such as other SLEs. File types that can be uploaded include Word, Excel, pdf, audio files, images. Please ensure that you remove any information that might identify individuals (including patients) or seek appropriate consent from individuals before uploading files. (Maximum file size 25MB)'. Below this is a section titled 'Add a new file' with three input fields: 'Title' (containing 'Learner file'), 'Description' (a large empty text area), and 'Date' (containing 'DD/MM/YYYY' and a calendar icon). At the bottom of the form is a prominent pink button labeled 'Save and continue'.

You have the option to select the relevant competencies which will be supported by this file upload. Remember to select **“Save and continue”**. You also have the option to **“Skip”**.

File Upload
Use this section to upload any relevant learning and development files, such as other SLEs. File types that can be uploaded include Word, Excel, pdf, audio files, images. Please ensure that you remove any information that might identify individuals (including patients) or seek appropriate consent from individuals before uploading files. (Maximum file size 25MB)

Map competencies
[Skip](#)

Framework Competencies
Here you can manage your Framework Competencies

1. Professional practice
Applies clinical knowledge and skills

- 1.1 Applies evidence based clinical knowledge and up to date guidance to make suitable recommendations or take appropriate actions with confidence
- 1.2 Undertakes a holistic clinical review of a persons medicines to ensure they are appropriate
- 1.3 Conducts patient clinical examinations and assessments proficiently; develops diagnostic skills

You will then move onto the attachment section, select **“Browse”** to open your computer/devices documents and select the file you wish to upload. When the file is selected, add a file description and select **“Save”**. You will see the message **“File was uploaded successfully”**.

File Upload
Use this section to upload any relevant learning and development files, such as other SLEs. File types that can be uploaded include Word, Excel, pdf, audio files, images. Please ensure that you remove any information that might identify individuals (including patients) or seek appropriate consent from individuals before uploading files. (Maximum file size 25MB)

Add an attachment
Linked Attachments (0)

Choose file [Browse...](#)

File description:

[Save](#)

File Upload
Use this section to upload any relevant learning and development files, such as other SLEs. File types that can be uploaded include Word, Excel, pdf, audio files, images. Please ensure that you remove any information that might identify individuals (including patients) or seek appropriate consent from individuals before uploading files. (Maximum file size 25MB)

Add an attachment
Linked Attachments (0)

Choose file
C:\Users\Jenny.Sum\Des\ [Browse...](#)

File description:

File was uploaded successfully.

[Finish](#)

Once it has moved under Linked Attachments, select **Finish**.

The screenshot shows a 'File Upload' form. At the top, there is a heading 'File Upload' and a paragraph of instructions: 'Use this section to upload any relevant learning and development files, such as other SLEs. File types that can be uploaded include Word, Excel, pdf, audio files, images. Please ensure that you remove any information that might identify individuals (including patients) or seek appropriate consent from individuals before uploading files. (Maximum file size 25MB)'. Below this is a section 'Add an attachment' with a sub-section 'Linked Attachments (1)' containing a single entry 'Test file' with a trash icon. To the right, there is a 'Choose file' input field with a 'Browse...' button, a 'File description:' text area, and a 'Save' button. In the bottom left corner, a pink 'Finish' button is highlighted with a red rectangular box.

You will now be able to see the record in **File Upload** where you can edit, print, or delete it.

The screenshot shows a record page for a 'Consultant Pharmacist'. At the top, there is a heading 'Consultant Pharmacist' and a 'Back to programmes' link. Below this is a 'File Upload' section with the same instructions as the previous screenshot. A pink 'Add new record' button is visible. Below the instructions is a table with the following structure:

Title	Attachments	Actions
Professional Coach file		Edit record Edit competencies Print view Delete Permanently

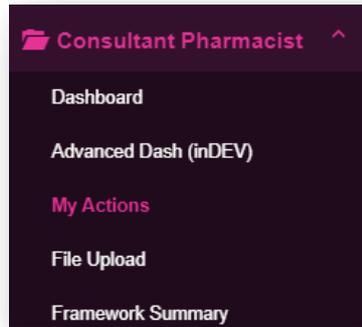
TIP: You can upload as many files as you wish, there is no limit on the number of files you can link to each record.

6 – My Actions

This section enables you to view action plans and individual tasks. This is essentially a ‘to-do’ list for your learning and development.

6.1 Viewing your actions log

Select the “My Actions” option in the sidebar menu.



You can view the all of the different action plans throughout your portfolio.

My Actions

Here are all the Actions raised throughout your ePortfolio

Show entries Search:

Date	Evidence Title	Evidence Type	Action	Completed	Completed Date
29/03/2021	CbD	SLE	egwfwafXawfs	Mark as Complete	

Showing 1 to 1 of 1 entries Previous Next

When you have completed an action item, select “Mark as Complete” next to the action.

This will open a pop-up window for you to enter your completion date and select “Mark as Completed”.

Mark Action as Completed

Action Details

Evidence Type SLE
Title CbD
Date 29/03/2021
Action egwfwafXawfs

Date Completed



After entering the completion date, it will now show as completed.

My Actions

Here are all the Actions raised throughout your ePortfolio

Show entries Search:

Date	Evidence Title	Evidence Type	Action	Completed	Completed Date
29/03/2021	CbD	SLE	egwfwafXawfs	<input checked="" type="checkbox"/>	19/05/2021

7 – Submission

This section is for when you are ready to submit your e-portfolio for assessment.

To have your portfolio assessed by the RPS consultant pharmacist competency committee (CPCC), there is a submission fee of £450, inclusive of VAT. You will need make payment via card payment. We accept all major credit cards including Visa, MasterCard and American Express (AMEX).

To submit your portfolio from the dashboard page, click on the dropdown arrow next to “**Consultant Pharmacist**” on the sidebar menu.

ROYAL PHARMACEUTICAL SOCIETY E-portfolio

Home Toggle menu Session expires

Logged in as Webinar Eportfolio (Learner)

Consultant Pharmacist

A programme for pharmacists who are looking to become **credentialed** as consultant pharmacists. Record and compile all the evidence of your learning and assessment evidence against the **consultant pharmacist curriculum** outcomes.

Back to programmes

	Outcome	Stakes	No. of mapped evidence types	Total summary of evidence types
1. Professional practice	1.1	H	ACAT: 1 File Uploads: 1	2
	1.2	M	ACAT: 1 File Uploads: 1	2
	1.3	H	JCP: 1	1
	1.4	M	minLPEX: 1	1

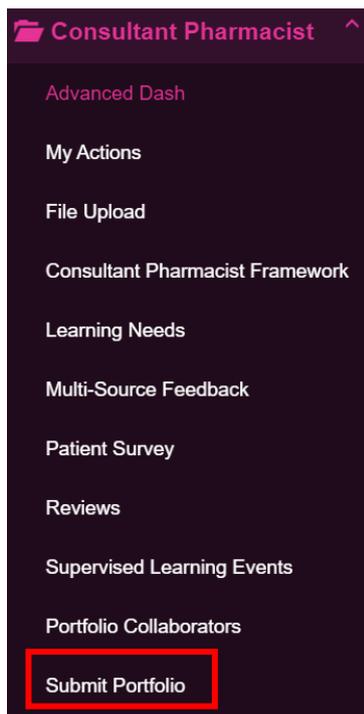
Dashboard Guidance Text [click to toggle]

Section Based Progression Overview

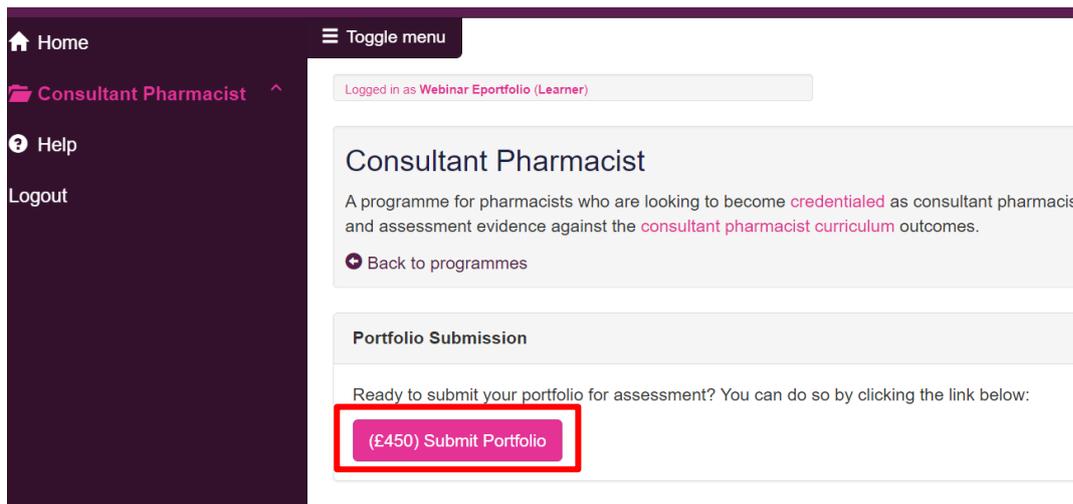
Click on the arrow.



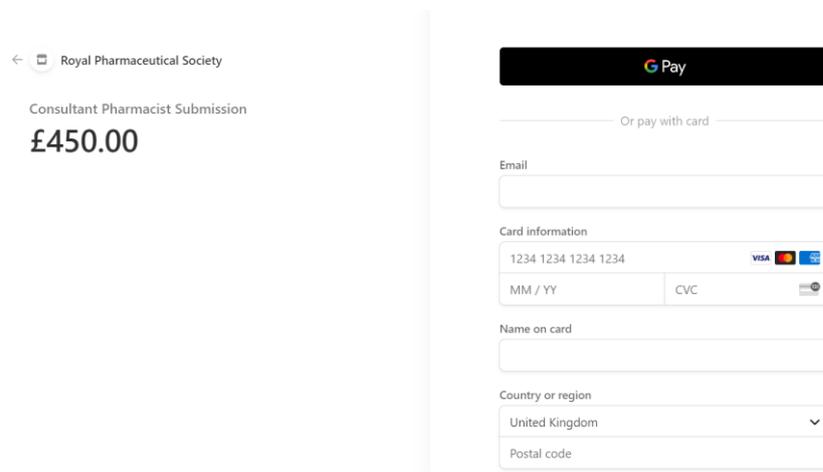
This will expand the menu. Click on “**Submit portfolio**” at the bottom of the menu.



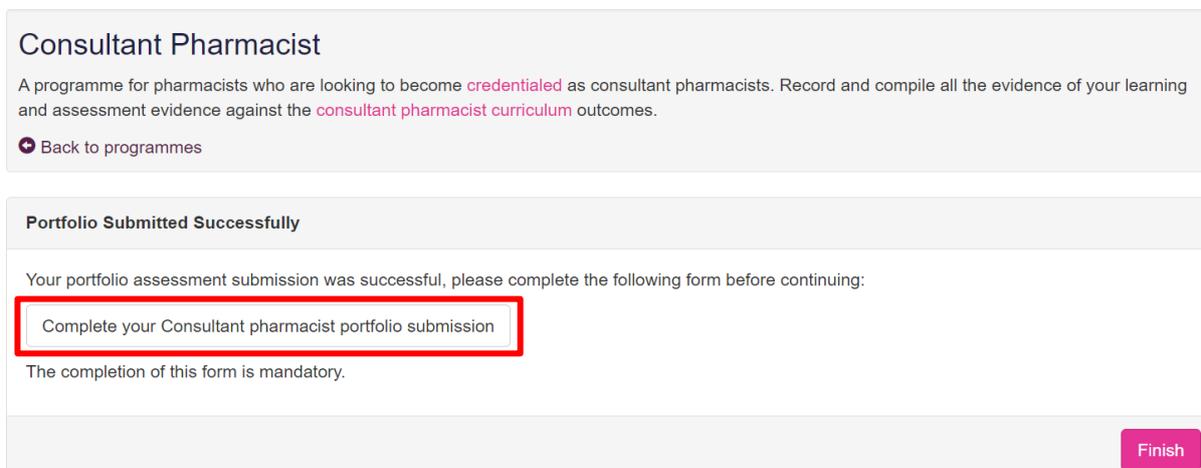
You will then see the submission area. Click “**(£450) Submit Portfolio**” to make payment.



Fill in your payment details in the fields shown below.



Once your payment is successful, you will then be asked to complete the “**Consultant Pharmacist Credentialing Submission form**”.



Click “**Complete your Consultant pharmacist portfolio submission**” to access the form.

Please note: This is a mandatory form which must be completed in order to complete your submission process.

Complete all required fields of the form.

Consultant pharmacist credentialing submission form

* Required

1. Full name *

2. Date of birth *

Once you have completed the form, you'll be given confirmation that your response has been submitted.

Consultant pharmacist credentialing submission form

 **Thanks!**

Your response was submitted.

[Submit another response](#)

You will then need to go back to the portfolio page and click **“Finish”**.

Portfolio Submitted Successfully

Your portfolio assessment submission was successful, please complete the following form before continuing:

The completion of this form is mandatory.

Finish

You will then receive email confirmation of your portfolio submission.

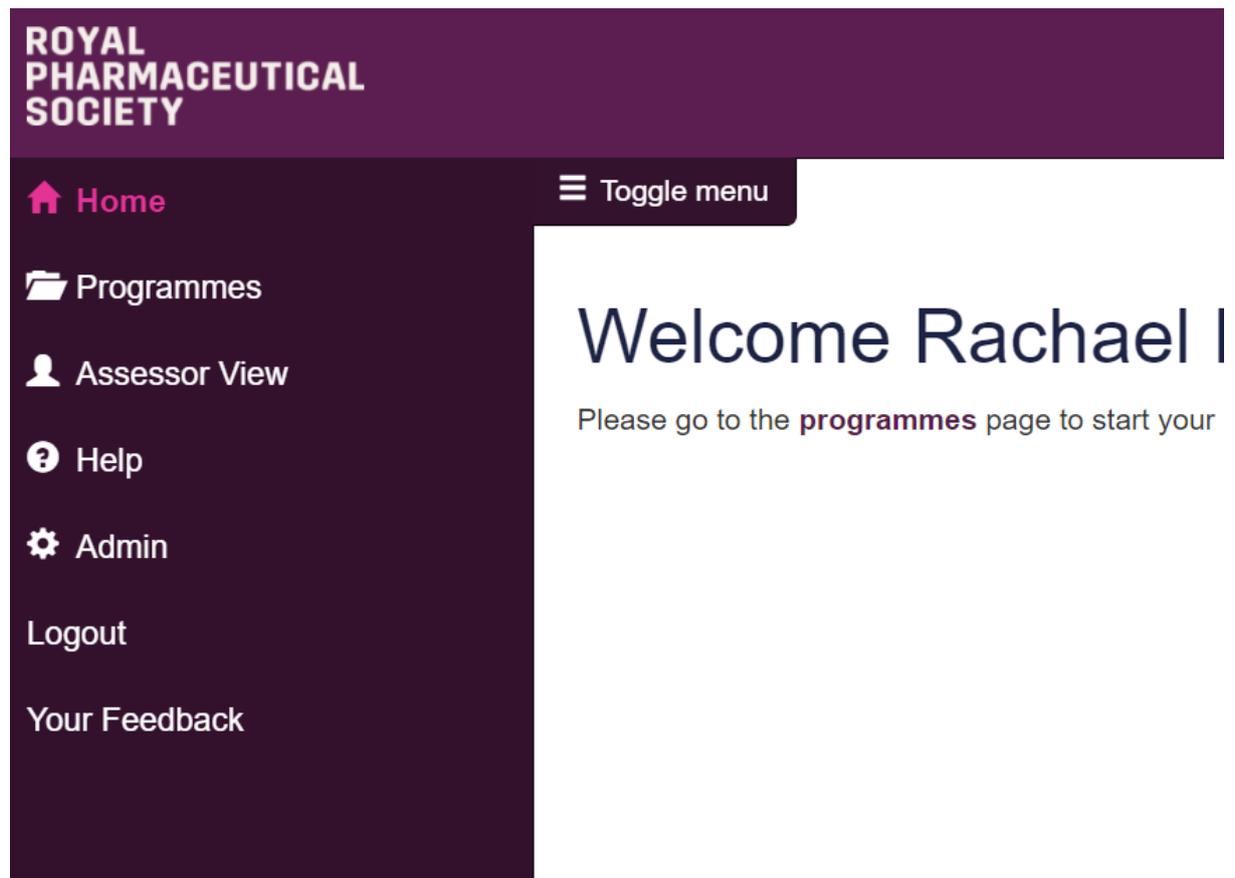
An RPS administrator will check your submission and once complete they will assign your portfolio to an RPS consultant pharmacist competency committee (CPCC). You will receive your outcome within six weeks of the submission window deadline.

8 – Feedback

We would love to capture feedback from your experiences using the RPS consultant pharmacist e-portfolio. The results will be reviewed on a periodic basis to identify elements which can be updated to ensure that it is as user friendly as possible.

To provide feedback, please complete this [survey](#). The survey should take approximately 5 minutes to complete and all responses are anonymous.

Alternatively you can complete the feedback form directly from the e-portfolio. On the homepage, click on 'Your Feedback' from the menu on the left hand side. You will then be redirected to the survey.



The screenshot displays the RPS e-portfolio interface. At the top left, the logo for the Royal Pharmaceutical Society is visible. A dark purple navigation menu is positioned on the left side, containing the following items: Home (with a house icon), Programmes (with a folder icon), Assessor View (with a person icon), Help (with a question mark icon), Admin (with a gear icon), Logout, and Your Feedback. A 'Toggle menu' button is located at the top right of the menu. The main content area on the right features a large heading 'Welcome Rachael I' and a sub-heading 'Please go to the **programmes** page to start your

9 – Contact Details

Visit <https://www.rpharms.com/development/credentialing/consultant/consultant-pharmacist-credentialing> for further information about the consultant pharmacist credentialing process.

For any questions about the requirements of consultant pharmacist credentialing and RPS products and service please contact our dedicated support team:

Email: education@rpharms.com

Telephone: 0207 572 2737 (9am to 5pm, Monday to Friday)

If you experience any technical issues or have any feedback on the platform, please contact our technical team.

Email: support@rpharms.com

Telephone: 0207 572 2737 (9am to 5pm, Monday to Friday)

Acknowledgements

RPS E-Portfolio designed by AXIA

AXIA Digital, Suite 58, Batley Business Park, Batley, West Yorkshire, WF17 6ER

